

**CSUS 426
Conservation Planning and Adaptive Management**

Fall 2021 – Hybrid Course (Flipped classroom approach)
Tues. and Wed. 5 pm – 6:20 pm (**only Wed. will be in person**)
3.0 credit hours
Natural Resources Bldg, Room 1 (Basement level)

Instructor: John J. Paskus
Office Location: 311A Natural Resources
Phone: 517 353-1740
E-mail: paskusjr@msu.edu

Office Hours:

Tuesday 10:00 – 11:00 am

Online appointments can also be made. Please feel free send me an email and set up a meeting time to discuss any questions you may have about the course, course content, readings, projects, natural resource career paths, or really anything related to natural resource management.

Communications

My goal is to reply to all emails within 24 hours during normal weekly business hours. However, there may be times due to extenuating circumstances when I am unable to meet that expectation.

Catalog Description:

Provide students with training and experience in a systematic and adaptive management process for planning conservation projects. The primary focus of the course will be on the development of a conservation action plan, based on a conservation planning framework called the *Open Standards for the Practice of Conservation (OS)*. Key topics covered include: project scoping, conservation targets, viability assessment, indicators, threat assessment, situation diagram, theory of change, monitoring and adaptation.

3 credits: group participation, presentations, draft and final written Conservation Action Plan, and quizzes.

Learning Outcomes:

Students who complete this course should be able to:

1. Demonstrate knowledge of key conservation planning and adaptive management concepts.
2. Apply systems thinking and modeling to develop a comprehensive conservation action plan using the *Open Standards for the Practice of Conservation* methodology.
3. Develop clear and useful visions, goals, objectives, and indicators.
4. Identify, evaluate, and prioritize key aspects of conservation planning, including: conservation targets, threats and strategies.

5. Navigate and apply the online project planning tool [Miradi](#) to more effectively document, organize and share information related to conservation projects.
6. Apply critical thinking and analysis skills to evaluate the credibility of proposed conservation strategies and solutions.
7. Demonstrate professional skills in communication, research, data interpretation, collaboration, project management and leadership.

These Learning outcomes support the Department of Community Sustainability undergraduate program competencies of 1) critical thinking, 2) systems thinking, 3) ecological literacy, and 4) initiative and practical skills. Successful completion of this course provides students with the background needed to frame complex problems and address them systemically to successfully complete additional courses in the major.

Students can learn more about the Department of Community Sustainability undergraduate program competencies at http://www.csus.msu.edu/undergraduate/sustainability_core. In addition, this course supports Michigan State University's Undergraduate Learning Goals of 1) analytical thinking, 2) effective citizenship and 3) integrated reasoning. More information about MSU's Undergraduate Learning Goals is available at <http://learninggoals.undergrad.msu.edu/>.

Course Overview:

The goal of the course is to provide students with training and experience in a systematic and adaptive process for planning conservation projects independent of location, size or circumstances. The course is based on the Conservation Measures Partnership's *Open Standards for the Practice of Conservation (CS)*, a collaborative effort by major conservation NGOs to standardize the process of conservation planning (www.conservationmeasures.org). The steps outlined in the *Open Standards* provide a framework for planning, monitoring, implementing, analyzing, learning from, and adapting conservation projects. Knowledge of these steps is crucial for conservation practitioners.

While this process is routinely taught to practicing conservationists, adaptive management training is rarely incorporated into academic conservation programs. As potential future practitioners, students in conservation-focused programs should begin learning the practical and applied processes (e.g., adaptive management) and skills (e.g. communication, project management, and leadership) that are essential for achieving successful conservation results.

During this course, students will not only learn the theory and concepts behind each step of the *Conservation Standards (CS)* process, but they will also become familiar with application tools that will assist students to carry out each step. Students will apply these tools in creating a management plan for a conservation project they will work on in groups throughout the semester. The aim is to link theory and practice in an academic setting in order to better prepare students for their roles in the next generation of conservation practitioners.

Course Methods: This course will rely upon lecture and class discussion of materials that articulate and analyze the key theoretical concepts and perspectives noted above. We will also rely on case studies as ways to elucidate, exemplify, and operationalize course concepts. Students will work in groups (3-5 students) to prepare a conservation action plan for a real-world project (e.g., protected area, watershed, landscape, etc.). Students will use the conservation planning software MiradiShare to proceed through phases 1 and 2 of the CS process. By the end of the semester, a final conservation action plan for the project will be produced by each student group. Student performance will be evaluated in accordance with the activities discussed below under Grading.

Importantly, **this course will be taught in a Hybrid format**. Students will review lecture materials, readings, and take quizzes online from Thursday through Monday, and then will work on assignments with their group on Wednesdays and present their work on key steps of the Plan. I will be there on Wednesday to review key concepts, provide feedback and assist each group with that week's assignment.

Prerequisites

CSUS 320 AND completion of the Tier I writing requirement.

Zoom Technical Assistance

Due to the current pandemic situation, there may be times where we will have to switch to an online environment. In anticipation of such an event, we will use Zoom software to meet as a class online.

- Visit the Zoom support site at <https://support.zoom.us/hc/en-us>

D2L Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the MSU Help site at <http://help.msu.edu>
- Visit the Desire2Learn Help Site at <http://help.d2l.msu.edu>
- Call the MSU IT Service Desk at (517)432-6200, (844)678-6200, or e-mail at ithelp@msu.edu

MSU Academic Support Services

- Writing Center: <https://writing.msu.edu/>
- Math Learning Center: <https://math.msu.edu/mlc/>
- Neighborhood Engagement Center: <https://nssc.msu.edu/>
- MSU Libraries: <https://lib.msu.edu/>

Resource Center for Persons with Disabilities (RCPD)

To make an appointment with a specialist, contact: (517) 353-9642 or TTY: (517) 355-1293

Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

Complete Assignments

Assignments for this course will be submitted via MiradiShare or electronically through **D2L** unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under certain circumstances.

Participation and Engagement

During all classes, the instructor expects students to be fully engaged and prepared to discuss reading assignments. Students are encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:

1. Asking and answering questions of the instructor, peers, or guest speakers
2. Bringing forth new ideas, information, or perspectives to academic conversations
3. Discussing your readings and reflections with instructor and peers

4. Meeting with the instructors to discuss your interests, assignments, or project
5. Questioning information presented and discussed
6. Participating in small group discussions and activities
7. Assuming responsibility for personal behavior and learning

While working on group projects, students should be mindful of other students in their group; therefore, it is important for all participants to exercise:

- Respect for themselves and each other
- Openness and a positive attitude toward new ideas and other's ideas
- Flexibility and tolerance of ambiguity
- Good communications amongst themselves

Required Reading and Tools: Required and supplemental reading materials, including the following training manual, will be available on the course website.

- *Foundations of Success. 2020. Planning for Conservation: A How-To Guide. Assess.* Bethesda, Maryland. <https://fosonline.org/library/planning-for-conservation-a-conservation-standards-how-to-guide/>
- CMP. 2020. *Open Standards for the Practice of Conservation. Version 4.0.* <https://cmp-openstandards.org/wp-content/uploads/2020/03/CMP-Open-Standards-for-the-Practice-of-Conservation-v4.0.pdf>

Students are also required to sign up for a free subscription of the latest version (4.5) of the **MiradiShare Adaptive Management Software (Conservation Measures Partnership) at miradi.org**. Products developed each week will be recorded in MiradiShare and it is recommended that each student bring a laptop computer (Windows or Mac) to class each week. You will be introduced to this program during the first couple of weeks of class. Course syllabus, lectures and supporting materials will be posted weekly on the CSUS 320 Desire to Learn (D2L) site (<https://d2l.msu.edu>).

Quizzes

There will be NO EXAMS! However, there will be 6 quizzes taken roughly every 2 weeks. They will contain a variety of multiple choice, true/false, fill in the blank and matching questions. They are listed in the class schedule. Each will cover lecture, readings, videos, class discussion and presentations. You will have 3 attempts to take the quiz to improve your score and understanding of the material.

Changes to Syllabus

This version of the syllabus is my best attempt to layout all of the details for the course. However, there may be unforeseen issues, challenges, and opportunities that arise. If that happens, I reserve the right to change this version of the syllabus to adapt to these unknown circumstances.

Grading Scale

| <i>Grade Point</i> | <i>Percentage</i> | <i>Points</i> | <i>Performance</i> |
|--------------------|-------------------|---------------|--------------------|
| 4.0 | ≥90.0% | 450 - 500 | Excellent Work |
| 3.5 | 85% - 89.95% | 425 - 449 | Above average |
| 3.0 | 80% - 84.95% | 400 - 424 | Good Work |
| 2.5 | 75% - 79.95% | 375 - 399 | Mostly Good Work |
| 2.0 | 70% - 74.95% | 350 - 374 | Average work |
| 1.5 | 65% - 69.95% | 325 - 349 | Below average work |
| 1.0 | 60% - 64.95% | 300 - 324 | Poor work |
| 0 | <60% | < 300 | Failing work |

Grading: Grading for this course will be based on the following point system:

| | |
|---|------------|
| Group project presentations (5) 10 pts. each | 50 |
| 15-minute group presentation is done efficiently and in an organized fashion (Emphasizing most important points, highlighting unanswered questions, facilitating discussion) | |
| Quizzes (6) 10 pts each | 60 |
| Draft group written Conservation Action Plan | 50 |
| Instructors' evaluation for completeness (coverage of OS steps to date), clarity and effective communication of key concepts. | |
| Final group Conservation Action Plan Presentation | 100 |
| Instructors' evaluation (logical organization, clarity of presentation, effective communication, thoroughness of research) | |
| Final group written Conservation Action Plan | 100 |
| 65 pts from Instructors' evaluation and 35 pts from peer evaluation for completeness (coverage of all steps), design, clarity and effective communication of key concepts. | |
| Peer/Self Review (evaluate teammates 4x and yourself 1x – 12 pts each) | 60 |
| Attendance and Participation in Class (Instructor evaluation; 5 pts/class) | 65 |
| Course Evaluation (fill out survey at end of semester to help improve course) | 5 |
| MiradiShare Evaluation (fill out survey at end of semester to improve software) | 10 |
| Total Points | 500 |

Final Grades

In a typical class, approximately $\geq 25\%$ of students will receive a 4.0. On the flipside, I anticipate that very few students will fail this course. If needed, a curve may be applied at the very end of the semester once all assignments and exams have been graded. If you do the work, actively participate in class and in your Team, and stay on schedule, you should do well in this course.

Course Schedule, Product due dates, and Readings

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|----------|--|---|--|------------------------------|
| 9/1 W | <p>Introductions (Instructor and Students)</p> <p>Review of Course Syllabus Evaluation methods Expectations</p> <p>Overview of Project Cycle Management (other decision frameworks and tools) – PPT.</p> | | | Attendance and participation |
| 9/7 T | <p>Overview of CMP’s Open Standards for the Practice of Conservation (case study)</p> <p>Conceptualize Your Project (Step 1): Scope, Vision, and Project Team</p> <p>MiradiShare 4.5 software</p> | <p>Individual students complete on their own a self assessment and submit: - identifying skills and interests for formation of project teams</p> <p>Sign up for and Explore MiradiShare 4.5 free subscription</p> | <p>PPT. # 1 and # 2</p> <p>CMP. 2020. <i>Open Standards for the Practice of Conservation. Version 4.0.</i> https://cmp-openstandards.org/wp-content/uploads/2020/03/CM-P-Open-Standards-for-the-Practice-of-Conservation-v4.0.pdf (pp. 1 - 9)</p> <p>Salafsky, Nick, Richard Margoluis, Kent Redford, and John Robinson. 2002. Improving the Practice of Conservation: A Conceptual Framework and Agenda for Conservation Science (400 kb). Conservation Biology 16: 1469-1479. http://www.fosonline.org/images/Documents/Improving_the_Practice.pdf</p> <p>CMP 2018. Miradi 4.5 software (miradi.org/download) –</p> | |

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|-----------|--|---|---|--|
| | | | Students will use this software to systematically document, organize, and present their project plans throughout the semester. | |
| 9/8 W | <p>Overview of MiradiShare software (to be used for project during entire course)</p> <p>Group dynamics/Team Management</p> <p>Overview of the Class Project –This will be a Project prepared by the Instructor that each group will work on simultaneously.</p> | <p>Create Project Teams – develop classroom and Team guidelines</p> <p>Review Miradi Software – set up projects for each team</p> <p>ID key data layers needed</p> | | Attendance and Participation |
| 9/14 T | <p>Conceptualize Your Project (Step 1: Assess): Scope, Vision, and Project Team</p> <p>Stakeholder Analysis</p> | <p>Explore MiradiShare 4.5. on your own and with your team.</p> <p>Explore the Project Area with your group, and its unique and/or defining characteristics.</p> <p>Come prepared to share your findings and determine potential conservation targets</p> | <p>PPT # 3</p> <p>CMP. 2020. <i>Open Standards for the Practice of Conservation. Version 4.0.</i> https://cmp-openstandards.org/wp-content/uploads/2020/03/CM P-Open-Standards-for-the-Practice-of-Conservation-v4.0.pdf (pp. 12-14)</p> <p>Foundations of Success. 2020. Planning for Conservation: A How-To Guide. Assess</p> | Quiz # 1 (Scope, vision, team, stakeholder analysis) |
| 9/15 W | <p>Conceptualize Your Project (Step 1): Scope, Vision, and Project Team</p> <p>CMP Conservation Audit Tool (evaluation of a project)</p> <p>Stakeholder Analysis</p> | <p>*Define Project Scope</p> <p>*Define Overall Vision Statement</p> <p>Conduct Stakeholder analysis in class</p> | | Attendance and Participation |
| 9/21 T | Conservation Target Identification (Step 1. Assess) | | <p>PPT # 4 and # 5</p> <p>CMP. 2020. <i>Open Standards for the Practice of</i></p> | None |

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|-----------|---|--|--|---|
| | | | <p><i>Conservation. Version 4.0.</i> https://cmp-openstandards.org/wp-content/uploads/2020/03/CM P-Open-Standards-for-the-Practice-of-Conservation-v4.0.pdf (pp. 12-14)</p> <p>Foundations of Success. 2020. Planning for Conservation: A How-To Guide. Assess</p> | |
| 9/22 W | Conservation Target Identification (Step 1. Assess) | ID Project Conservation Targets in class – Group exercise | | <p>Group Presentation # 1 (Scope, Vision, stakeholders)</p> <p>Attendance and Participation</p> |
| 9/28 T | Conservation Target Viability (Step 1. Assess) | | <p>PPT. # 6</p> <p>CMP. 2020. <i>Open Standards for the Practice of Conservation. Version 4.0.</i> https://cmp-openstandards.org/wp-content/uploads/2020/03/CM P-Open-Standards-for-the-Practice-of-Conservation-v4.0.pdf (pp. 12-14)</p> <p>Foundations of Success. 2020. Planning for Conservation: A How-To Guide. Assess</p> | <p>Quiz # 2 (conservation targets and viability)</p> <p>Teammate Evaluation # 1</p> |
| 9/29 W | Conservation Target Viability (Step 1. Assess) | <p>*Finalize Conservation Targets</p> <p>*Draft viability for one conservation target (each group will choose a different target) in class</p> | | Attendance and participation |
| 10/5 T | Conceptualization (Step 1. Assess): Threat Assessment | | <p>PPT. # 7 and # 8</p> <p>Foundations of Success. 2020. Planning for Conservation: A How-To Guide.</p> | Quiz # 3: Threat Assessment |

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|------------|--|---|---|--|
| 10/6 W | Conceptualization (Step 1. Assess): Threat Assessment | * Initial Threat Assessment in class (threats ranking table) | | Attendance and Participation |
| 10/12 T | Conceptualization (Step 1. Assess): Conducting a Situation Analysis | | PPT. # 9 Foundations of Success. 2020. Planning for Conservation: A How-To Guide. | Quiz # 4 –Situations Analysis Teammate Evaluation # 2 |
| 10/13 W | Conceptualization (Step 1. Assess): Conducting a Situations Analysis | * Final Threat Assessment (threats ranking table) Due Develop Draft Situation Analysis for one target | | Group Presentation # 2 (Viability and Threat Assessment) Attendance and Participation |
| 10/19 T | Plan Your Actions (Step 2. Plan): Goals and Strategy Selection Tools available to prioritize strategies | | PPT. # 10 Foundations of Success. 2020. Planning for Conservation: A How-To Guide. | None |
| 10/20 W | Plan Your Actions (Step 2. Plan): Goals and Strategy Selection | * Final Situation Analysis Due * Develop Draft Project goals * Develop Draft Prioritized Strategies | | Group Presentation # 3 (Situation Analysis) Attendance and Participation |
| 10/27 W | Plan Your Actions (Step 2): Theory of change and Results Chains – PPT. | | PPT. # 11 Foundations of Success. 2020. Planning for Conservation: A How-To Guide. | Out of Town – Students meet in their groups |
| 11/2 T | Plan Your Actions (Step 2. Action): Theory of Change and Results Chains (continued) Communications Strategies | | WWF. March 2007. <i>Step 5.2 Develop Formal Communications Products.</i> WWF Resources for Implementing the WWF Project and Programme Standards. www.panda.org/standards | Quiz # 5 –goals, strategies, and results chains Teammate Evaluation # 3 |
| 11/3 W | Plan Your Actions (Step 2. Action): Theory of Change and Results Chains (continued) | * Develop Initial Results Chain for one prioritized strategy | | Attendance and Participation |

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|------------|--|--|---|--|
| | Communications Strategies | | | |
| 11/9 T | Plan Your Actions (Step 2. Action): Objectives and Activities Tips for preparing final written report | | PPT. # 12 Foundations of Success. 2020. Planning for Conservation: A How-To Guide. | None |
| 11/10 W | Plan Your Actions (Step 2. Plan): Objectives and Activities Tips for preparing final written report | * Final Results Chain for one prioritized strategy *Develop Draft Objectives and Activities for Results Chain | | Group Presentation # 4 – Results Chain Attendance and Participation |
| 11/16 T | Plan Your Actions and Monitoring (Step 2. Plan): Monitoring Plans and Monitoring Methods | | PPT. # 13 Foundations of Success. 2020. Planning for Conservation: A How-To Guide. Margoluis & Salafsky 1998. <i>Measures of Success</i> . Chapter 5 – Develop a Monitoring Plan <i>(Optional)</i> Salzer & Salafsky 2003. <i>Allocating Resources Between Taking Action, Assessing Status, and Measuring Effectiveness</i> . http://www.fosonline.org/images/Documents/allocating_monitoring_03_03_17.pdf | None |
| 11/17 W | Review of Draft Conservation Action Plans | * Final Objectives and Activities for Results Chain Draft Conservation Action Plan and Miradi Share Due | | Group Presentation # 5 - Results Chain with objectives and activities Draft Conservation Action Plan and Miradi Share Due Attendance and Participation |
| 11/23 T | TBD – possible topics: 1) developing a workplan, 2) reviewing the backend of the CS process. | | | Teammate Evaluation # 4 Quiz # 6 – Monitoring Plans and ?? |

| Session | Topics Covered | Project Products Due (*to be documented in Miradi) | Materials (to prepare for this session) | Evaluation Methods |
|------------|--|--|--|--|
| 11/24 W | No Class – Break for Thanksgiving | | | None |
| 11/30 T | Work with Group to Finalize Conservation Action Plan and Presentation | | <ul style="list-style-type: none"> No Readings | None |
| 12/1 W | Conservation Plan Evaluation – Applying the CMP Conservation Audit | <p>Final Written Conservation Action Plans and MiradiShare project due</p> <p>Start applying CMP Evaluation to one of the other CAPs</p> | Course instructor will provide feedback on Conservation Action Plans via email. | <p>Final Conservation Action Plans and Miradi Share due</p> <p>Attendance and Participation</p> |
| 12/7 T | Self -evaluation of Individual Project Management Competencies, and MiradiShare and Course Evaluations | Complete CMP evaluation, Self-evaluation, MiradiShare and Course evaluations | <ul style="list-style-type: none"> No Readings | <p>Self-Evaluation (# 1)</p> <p>MiradiShare Evaluation</p> <p>Course Evaluation</p> <p>Final CMP evaluation of another CAP</p> |
| 12/8 W | <p>Group Presentations of Final Conservation Action Plans</p> <p>Course Wrap Up – Additional Resources</p> | Group presentations | Course instructor will provide feedback on Conservation Action Plan Presentations via email. | <p>Final Group Presentations</p> <p>Attendance and Participation</p> |

Important Dates:

9/1 First day of Class
 11/24 No Class – Break for Thanksgiving
 12/8 Last Day of Class

Technology Use: For this course, Technology use is encouraged (even required) while we meet in person on Wednesdays. However, this does not include phones, so please keep your phones turned off and put away unless otherwise necessary. If you have a laptop computer or tablet, please bring them to class and ensure they are charged and ready for use.

Important MSU Policies/Resources

Bereavement Policy

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form

(<https://www.reg.msu.edu/sitemap.aspx?Group=7>) no later than one week after knowledge of the circumstance. will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

Diversity Equity and Inclusiveness

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): 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 rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Participation and Engagement

During all classes, the instructor expects students to be fully engaged and prepared to discuss reading assignments. Students are encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:

8. Asking and answering questions of the instructor, peers, or guest speakers
9. Bringing forth new ideas, information, or perspectives to academic conversations
10. Discussing your readings and reflections with instructor and peers
11. Meeting with the instructors to discuss your interests, assignments, or project
12. Questioning information presented and discussed
13. Participating in small group discussions and activities
14. Assuming responsibility for personal behavior and learning

While working on group projects, students should be mindful of other students in their group; therefore, it is important for all participants to exercise:

- Respect for themselves and each other
- Openness and a positive attitude toward new ideas and other's ideas
- Flexibility and tolerance of ambiguity
- Good communications amongst themselves

Netiquette

Please review the Michigan State University document located via the link below regarding appropriate behavior and expectations while learning in an online classroom.

<https://systemexchange.msu.edu/upload/Netiquette%20Internet%20Guidelines.pdf>

Sexual Misconduct

MSU is committed to fostering a safe, productive learning environment. Title IX and MSU's policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

MSU encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or

have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, **I am required to report incidents** of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

<https://civilrights.msu.edu/>.

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 rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (i.e., test, project, etc.). Requests received after this date may not be honored.

Mental Health

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional CAPS services.
- Call CAPS at **(517) 355-8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **(517) 372-6666** or visit <https://centerforsurvivors.msu.edu/>

Spartan Code of Honor Pledge

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

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 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. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Instances of plagiarism constitute academic dishonesty and will result in a grade of zero for the assignment in which plagiarism occurs. See <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html> for a definition and discussion of plagiarism.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

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 rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to an instructor during the second week of class and/or two weeks prior to the accommodation date (i.e., test, project, etc.). Requests received after this date may not be honored.

Citations and references:

The APA format should be used for any in-text citations and reference lists when you rely on information from other sources for writing homework assignments. A good reference site for APA style can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>.