

**CARRS**

Department of Community,  
Agriculture, Recreation and  
Resource Studies

CARRS Handbook

Michigan State University

07/30/2008

**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

# Undergraduate Academic Advising

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

## Academic Advisor



**Kaneene, Frances**  
(SPECIALIST)

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East Lansing, MI 48859

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## 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 credits<sup>1</sup> with at least a 2.00 grade-point average.

<sup>1</sup> 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 credits<sup>1</sup>  
Minimum cumulative grade point average: 2.00

**WRITING REQUIREMENT:**

- Tier I: WRA 110 – 195H (4 cr.)
- Tier II: Satisfied by completing ESA 401 or 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.)

<sup>1</sup> 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 (3 or 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** **(13 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

**PARK, RECREATION, AND TOURISM RESOURCES 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 credits<sup>1</sup>  
Minimum cumulative grade point average: 2.00

**WRITING REQUIREMENT:**

- Tier I: WRA 110 – 195H (4 cr.)
- Tier II: Satisfied by completing ESA 401 or 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.)
  - ◆ 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.). 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.)

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

**PRTR MAJOR REQUIREMENTS:**

**CORE COURSES:** Complete **ALL** of the following courses: (31-34 credits)

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

◆ ACR 205 Agriculture and Natural Resources Communication Theory and Practice	3
◆ ACR 415 Program Planning and Evaluation	3
◆ ACR 492 Senior Seminar	1
◆ PRR 213 Introduction to Parks, Recreation and Leisure	3
◆ PRR 215 Recreation Program Management	4
◆ PRR 293 Field Work in Parks and Recreation Resources	1-4
◆ PRR 370 Administration and Operation of Park and Recreation Systems (W)	3
◆ PRR 371 Management of Park and Recreation Agencies and Organizations	3
◆ PRR 388 Physical Resources Management in Parks, Recreation and Tourism	3
◆ PRR 393 Professional Seminar	1
◆ PRR 493 Professional Internship in PRTR	3

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

◆ STT 200 Statistical Methods	3
◆ STT 201 Statistical Methods	4
◆ STT 224 Introduction to Probability and Statistics of Ecologists	3
◆ PSY 295 Data Analysis in Psychological Research	3

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

◆ PSY _____ Psychology course	3-4
◆ SOC _____ Sociology course	3-4

**Professional Concentration**

**21-30**

Students must select from the following concentrations: Natural Resource-based Recreation Management, Commercial Recreation and Tourism, Community-based Recreation, Community Engagement and Education, or Zoo and Aquarium Science.

Students must maintain a cumulative 2.0 grade-point average in all ACR and PRR courses listed above.

(Internships selected by students in the Zoo and Aquarium Science concentration must be approved by the zoo aquarium science program.)

**Natural Resource-based Recreation Management Concentration**

Federal, state, county and municipal park systems offer a variety of career opportunities in natural resource recreation management. Careers may also be found in the private and nonprofit service sectors managing both public and private lands for recreational purposes. Natural resource recreation managers are responsible for developing and managing recreational facilities such as campgrounds, trails and boating, and swimming sites. They work with wildlife biologists, landscape architects,

historians, archaeologists, park interpreters, and others in the planning of sites and managing of visitors to minimize environmental impacts and optimize recreational experiences. Graduates may assume middle and upper management positions in municipal, metropolitan, county state and national park systems.

## Requirements for the Natural Resource-based Recreation Management

### Concentration:

<b>• One of the following courses</b>	<b>(3 credits)</b>
◆ PRR 210 Our National Parks and Recreation Lands	3
◆ PRR 302 Environmental Attitudes and Concepts	3
<b>• Both of the following courses</b>	<b>(6 credits)</b>
◆ PRR 448 Foundations of Natural Resources Based Recreation Management	3
◆ PRR 449 Natural Resources Based Recreation Management Applications	3
<b>• Four of the following courses</b>	<b>(3 credits)</b>
◆ ANS 110 Introductory Animal Agriculture	4
◆ CSS 101 Introduction to Crop Science	3
◆ FOR 202 Introduction to Forestry	3
◆ FW 101 Fundamentals of Fisheries and Wildlife Ecology and Management	3
◆ ESA 200 Introduction to Environmental Studies an Agriscience	3
◆ CSS 210 Fundamentals of soil Science	3
◆ FOR 404 Forest and Agricultural Ecology	3
◆ FOR 412 Wildland Fire	2
◆ FOR 466 Natural Resource Policy	3
◆ FW 419 Applications of GIS to Natural Resources Management	4
◆ FW 443 Restoration Ecology	3
◆ GEO 221 Introduction to Geographic Information	3
◆ PRR 451 Interpretation and Visitor Information Systems	3
◆ PRR 474 The Tourism System	3
◆ ESA 324 Water Resources Management or ESA 452 Watershed Concepts	3
◆ ESA 430 Environmental and Natural Resource Law	3
◆ ZOL 355 Ecology	3

## Commercial Recreation and Tourism Concentration

Commercial recreation and tourism continue to be growth industries requiring professionals and entrepreneurs who are skilled in recreation and tourism marketing, management and planning. This concentration is designed to prepare students for careers in commercial recreation, and natural resource-based and community-based tourism. Professional opportunities for students who are interested in commercial recreation include starting and managing businesses such as marinas and

natural resource-based resorts. Students with an interest in tourism will careers in state tourism marketing agencies, tourism consulting firms, visitor and convention bureaus, natural resource management agencies, and international commercial recreation and tourism.

### **Requirements for the Commercial Recreation and Tourism concentration:**

- **Both of the following courses** **(6 credits)**
- ◆ PRR 214 Introduction to Travel and Tourism 3
- ◆ PRR 473 Commercial Recreation and Tourism Businesses and Organizations 3
  
- **Five of the following courses** **(15 credits)**
- ◆ PRR 272 Recreational Boating Systems and the Boating Industry 3
- ◆ PRR 360 Marketing Communications in Commercial Recreation and Tourism 3
- ◆ PRR 474 The Tourism System 3
- ◆ GEO 259 Geography of Recreation and Tourism 3
- ◆ GEO 459 Tourism in Regional Development 3
- ◆ ACC 230 Survey of Accounting Concepts 3
- ◆ GBL 323 Introduction to Business Law 3
- ◆ MGT 325 Management Skills and Processes 3
- ◆ FI 320 Introduction to Finance 3
- ◆ MSC 327 Introduction to Marketing 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** **(13 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

## Zoo and Aquarium Science Concentration

The operation of modern zoo and aquarium facilities requires an integrated, interdisciplinary team to address such areas as animal care and health, the management of species survival programs, fundraising, landscape and enclosure design, visitor management, and interpretation and education. Increasingly, a bachelor's degree is required for employment in zoos and aquaria. The zoo and aquarium science concentration is designed to prepare students for careers in management and interpretive education within zoo and aquarium environments.

### Requirements for the Zoo and Aquarium Science Concentration:

• <b>All of the following courses</b>	<b>(17 credits)</b>
◆ ESA 435 Conservation Education	3
◆ PRR 451 Interpretation and Visitor Information Systems	3
◆ PRR 473 Commercial Recreation and Tourism Businesses and Organizations	3
◆ ZOL 313 Animal Behavior	3
◆ ZOL 369 Introduction to Zoo and Aquarium Science	3
◆ ZOL 489 Seminar in Zoo and Aquarium Science (minimum of 2 semesters of 1 credit per semester)	2

**Thirteen additional credits in either the interpretation/education area or management area selected from a list of courses that is available from CARRS.**

## SPECIALIZATION IN NATURAL RESOURCE RECREATION

Contact person: Frances Kaneene 517 353-0798 [kaneene@msu.edu](mailto: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](mailto: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 revisited each semester with the Senior Director. Please look here for examples of [Learning Vision Statements](#).

### **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](#)

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>

### **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>

**Specialization in International Agriculture**

<http://www.css.msu.edu/Specializations.cfm#IntAg>

**Specialization in Natural Resources Biotechnology**

<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 Resoruces Building

East Lansing, MI 48824-1222

Tel: (517) 432-0272

FAX: (517) 432-3597

E-mail: [nelson@msu.edu](mailto: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](mailto: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](mailto: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](mailto:nicho210@msu.edu)) for further information.

## **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**

To see schedule details and examples of former student work, please see the following web site:

<http://australia.jrn.msu.edu/> 

Media, Tourism, Environment and Cultural Issues, May 20-June 30

<http://studyabroad.msu.edu/programs/ausmedia.html>

### **Australia and New Zealand**

Food, Environment and Social Systems

<https://www.msu.edu/course/aee/475/australia/>

### **Belize**

### **France**

Ecology, Culture and Politics of Food in France

<http://studyabroad.msu.edu/programs/foodinfrance.html>

### **India**

Ecology of the Mountains (Trekking in the High Himalayas of India),

<http://studyabroad.msu.edu/programs/indiaecmtn.html>

### **Ireland**

Community Engagement in Rural Ireland

<http://studyabroad.msu.edu/programs/irecommengage.html>

### **Engaging with Borderland Communities in Ireland: People, Culture and Peacemaking in County Monaghan**

<http://studyabroad.msu.edu/programs/ireengaging.html>

### **Israel**

Environmental and Land Use Studies in Israel

<http://studyabroad.msu.edu/programs/israelenv.html> 

<http://www.canr.msu.edu/overseas/israel/> 

## **Environmental and Natural Resource Sustainability in a Green Israel**

<http://studyabroad.msu.edu/programs/israelgreen.html>

## **Netherlands, Belgium, France**

Environmental Planning and Management in Europe

<http://studyabroad.msu.edu/programs/nethenvplanmanage.html> 

<http://www.canr.msu.edu/overseas/envplan/index.htm> 

## **New Zealand**

Environmental Science and Policy in New Zealand

<http://studyabroad.msu.edu/programs/nzenvscipol.html> 

<http://www.canr.msu.edu/overseas/nzenvronsci/index.htm> 

## **Thailand**

Multidisciplinary Studies at the Asian Institute of Technology in Bangkok

<http://studyabroad.msu.edu/programs/thaimulti.html> 

To find other MSU study abroad programs, please visit the MSU study Abroad web page.

<http://studyabroad.msu.edu/>