

## Natural Resources 772: Natural Resources Leadership and Communication Course Syllabus, Fall 2021

### Facilitator

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Office hours:  
Please call or email for an appointment  
Wed. 8am – Zoom coffee talk/office hour  
<https://uwsp.zoom.us/j/9680722804>

### Course description

Exploration of conceptual models for organizational capacity analysis, programmatic evaluation, and conflict resolution as they relate to the role of natural resource professionals as leaders within their own organization and among the broader community of stakeholders. The course places specific emphasis on developing skills in negotiation, facilitation, budget, and strategic planning relevant to professionals working in natural resources organizations.

### Learning outcomes

By the end of the course, students will be able to:

1. Assess leadership skills and styles in natural resource management
2. Apply communication strategies to natural resource management issues
3. Develop a fiscal plan within an organization
4. Create a plan for organizational/programmatic improvement

### Course details

The course will use Canvas, UW-Stevens Point's online course management system. For online meetings, we will use Zoom.

We will meet asynchronously online Sept. 2 – Dec. 17, 2021. There are four synchronous meetings scheduled from 7-8:30pm on the following dates: 9/15, 10/14, 11/17 and 12/16). Additional details will be shared in Canvas—you will need a microphone and camera to participate in these meetings.

### Facilitator's Assumptions

It is assumed that students enrolled in this course are

- responsible adults who view learning as a participatory sport versus a spectator sport
- self-motivated professionals aware of their personal, professional, and academic needs
- the driver of the learning experience gained in this course

The facilitator will direct the course to provide structure and support for optimized learning.

### Required Readings

There are no required textbooks for this course. All required readings are posted in Canvas, the course management software program used for this course.

### Attendance and Participation

There are several moving parts in each week of this course, so it is highly recommended that you log in to Canvas at least once a day during the weekdays. At a minimum, you'll want to access the course 3x per week. Regular participation and engagement in the course are expected, and so I will be very present in the course to ensure that you are active, and that you have the support you need to be successful. If I do

not “see” you, we will reach out to you. If you are having issues and need to step out for a few days/week, please let me (and your classmates know) if it will affect your contributions to class. Communication is KEY!

## Discussions and Assignments

Due to the nature of the online environment, it is expected that you consistently contribute to the discussions during the course.

Professionally presented papers are clear and cohesive, have been checked for spelling and grammatical errors, are double-spaced, and are submitted by the deadline to earn full credit.

## Grading and Evaluation

### Grading System

All work be done in a progressive manner to allow me to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Grades will be assigned for the each of the projects: 30 points for each project, and holistic work (20 points) for your participation in class which will be evaluated against the holistic grading rubric for the final grade.

### Holistic Grading Criteria Rubric

A = Strong Evidence = Distinguished B = Evidence Found = Competent C = Emerging Evidence D = Weak Evidence = Developing F = No evidence = Fail = F

CRITERIA
<b>Conceptual:</b> Connects concepts to other subjects Improves work based on feedback from instructor and peers Applies content to new ideas
<b>Skill acquisition:</b> Demonstration effective critical analysis Utilization of valid and reliable support resources Uses APA format citation correctly Doctoral level writing standard
<b>Workflow:</b> Follows project guidelines and navigates flow of a project
<b>Peer support:</b> Consistent and ongoing collaboration and sharing Fosters deeper understanding in the group
<b>Communication:</b> Timely, active ongoing engagement Effective, professional written communication

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

### Late Work

I understand that you live a busy, complex, and sometimes unpredictable life. So, if you do need an extension, please get in touch with me. I will work together with you to find a suitable solution.

## Incompletes




Under emergency/special circumstances, students may request an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with me regarding procedure for incompletes.

## Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication, but I am usually much, much quicker than this! I am available online or in person by appointment, and I aim to have some time available in the evening and some weekends to accommodate working adult schedules. My Outlook calendar is up to date and as a student, you have access to the calendar to schedule a time to meet with me. Online learning can be lonely if you do not reach out, so please connect with us and/or your cohort members.

## Clear Correspondence

Use the email subject line to your advantage! If you are writing about a new issue, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that we can recall the history of your question/s without searching past emails. If you text me, make sure you let me know who you are!

	<b>EMAIL:</b> The quickest way to reach me is email at <a href="mailto:cathy.scheder@uwsp.edu">cathy.scheder@uwsp.edu</a> . You can also easily email me directly from the "inbox" function in Canvas. Messages sent and received this way stay in Canvas, but also get sent to my regular email folders.
	<b>CALL:</b> Call my office at <u>anytime</u> : 715-346-4403. Leave a voicemail if I do not answer. Voicemail goes to our email so I know if you call and can get back to you soon.
	<b>VIDEO:</b> Canvas has a video feature that we can use. Depending on your needs, I can set up a way to communicate via video for a time to chat in more depth or we can easily set up a Zoom meeting!

## Learning Technology

### Technology Policy

This course requires posting of work online that is viewable only by your classmates. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then you may request an alternative mode of delivery.

### Student Technology Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- view online videos
- participate in online discussions
- participate in asynchronous online discussions
- record online video discussion posts

#### Learning assessments

Engagement in course	20 points
Leadership skills and styles	30 points
Communication strategies	30 points
Fiscal Management	30 points
Planning for growth	30 points
<b>Total</b>	<b>140 points</b>

### Course Technology Requirements

Minimum recommended computer and internet configurations for online courses can be found [here](#).

You will also need access to the following tools to participate in this course.

- Webcam
- Microphone
- a stable internet connection (don't rely on cellular if you can avoid it)

### Course Structure and LMS

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at <https://www.uwsp.edu/canvas> using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.

By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.


### UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)

IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## Getting Canvas Help



Click on the  button in the global (left) navigation menu and note the options that appear:

Options	Explanations
<b>Ask Your Instructor a Question</b> Submit a question to your instructor	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<b>Contact Canvas Support via email</b> Canvas support will email a response	<b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<b>Contact Canvas Support via phone</b> Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<b>Search the Canvas Guides</b> Find answers to common questions	<b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a> .
<b>Submit a Feature Idea</b> Have an idea to improve Canvas?	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.

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*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

### Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view this website: <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites (HTTPS instead of HTTP) whenever possible
- Have updated antivirus software on your devices

## Statement about Services that have not been approved by UW-System

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. **[UWSP Handbook Chapter 9 Section 5]**

## Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Post Reply" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from [http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

## Inclusivity Statement

It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status,

ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## Equal Access for Students with Disabilities

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu).

### Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

## Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the course unless permission has been granted to share them.

## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

## Other UWSP Resources and Policies

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are



asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

### **Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

### **Alcohol and Drugs**

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## **Copyright Infringement**

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### **University of Wisconsin-Stevens Point**

#### **College of Natural Resources-Principles of Professionalism**

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

#### **Integrity**

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

#### **Collegiality**

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

#### **Civility**

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

#### **Inclusivity**

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

#### **Timeliness**

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

#### **Respect for Property**

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others' rights.

#### **Communication**

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

#### **Commitment to Quality**

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

#### **Commitment to Learning**

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

### Online Academic Etiquette

We like to make some suggestions for good "digital citizenship" moving forward. First, please be aware that lectures (including your verbal questions, chats, etc.) are being recorded. If you don't want your video feed or image captured in a recording, then it is totally acceptable to keep your video feed "off". Verbal questions end up in a transcript. Chat-based statements also are recorded. Both will have your name associated with them and are part of the recorded lecture. This isn't that different from when you raise your hand to ask a question in class EXCEPT that there is now a recording associated with it. So, please take extra care to ask questions, answer questions, and use chats in a respectful way.

Additionally, please keep in mind that your instructor's lectures are their intellectual property. In order to maintain a safe learning environment for everyone (so that students can ask questions freely and so that faculty can deliver material freely) , it is critical that you DO NOT share Zoom links/passwords to lectures/discussion meetings OR Zoom recordings of the class with anyone outside of our class. Misuse of chats, sharing these links/passwords, or recordings will be considered a disruption of the classroom as a learning environment. Disruptions (even digital ones) could impact your grade in a negative way.

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.