
NSCI 693A-001: PSM GRADUATE SEMINAR

INSTRUCTOR INFORMATION

Course Coordinator: Annie Wallin, PSM

Office: Biology 250

Office Hours: M 10am-12pm; T 11am-12:30pm in my office or on Teams, other hours by arrangement

Email: annie.wallin@colostate.edu

Phone: (970) 491-4612, (801) 520-4971 -cell, or Teams chat

Communication Policy: I strive to return text/Teams messages or calls same day and emails within 24 hours (Monday-Friday)

PSM Advisor: Jennie K. Willis, PHD

Office: Biology 252

Office Hours: [Use link to make appointments](#)

Phone: (970) 491-2993, (970) 481-4252 - cell, use Teams to text messages for quickest response

Email: jennie.willis@colostate.edu

PREREQUISITES FOR COURSE

PSM student

COURSE DESCRIPTION & OBJECTIVES

This is a weekly course featuring outside speakers presenting a variety of topics in the animal welfare and conservation fields as well as time for our PSM Business Meetings. This course is meant to connect you to professionals and organizations in your field, introduce you to concepts and best practices, and allow you to develop professionally. Make the most of what you learn here.

Class is held in Behavioral Sciences 105, 2-3:50 pm MT each Wednesday, and will be streamed and recorded via Echo360 if held in person. Recordings can be found in the Echo360 tab in the course menu to the left.

Speakers will join us in person and online throughout the semester. If hosted virtually, class will be streamed and recorded through Zoom and subsequently shared on Canvas and Teams.

See the Course Summary or Assignment tab in Canvas for the current seminar schedule. If class is held online, all students may join through the stream from any location.

TEXTBOOK / COURSE READINGS

- Any posted readings or materials in Canvas

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Bring your best self and your most authentic energy to this class. Be respectful of others' perspectives and experiences. Please read any materials provided by presenters before coming to class. Bring curiosity and ask questions! However, we ask that you practice self-awareness for the Q&A. Consider who else has been able to ask questions to share the space and focus on relevant and appropriate questions related to the topic(s) being presented or offered by the speakers.

Expectations for in person seminars: Be respectful of the speaker's time in joining us by giving them your attention, being engaged throughout their presentation, asking questions, and encouraging development of our PSM community as a whole by allowing a variety of students to share their voices and questions. Please do not grade papers for GTA, work on other homework, etc. during class.

Expectations for online seminars: Please have your video on and be engaged with the speaker as they are talking. Having a screen full of smiling faces is a lot easier for speakers in an online environment. Sometimes having video can interfere with presenter video, but at least having your camera on for introductions and Q&A is requested. Minimize distractions in your environment and be on task. Laughing about something unrelated or moving on camera doing other tasks can be distracting for speakers. **WHILE THE SPEAKER IS TALKING:** come up with at least two questions for them and put them in chat or ask aloud. Please do not use the chat feature for any side conversations with your classmates. Please stay muted unless speaking to reduce background noise. These speakers are clearing their schedules for you- please do the same.

COURSE POLICIES (ATTENDANCE AND MAKE-UP PARTICIPATION)

Attendance: Try to be on time so we can make the best use of our time together. Please communicate proactively if you are unable to come to class or if you are ill. Messaging through Teams works best for day of notifications.

If you miss two seminars without notice or without submitting makeups, or don't meet engagement expectations, your grade will go down one full letter grade and will fall one letter per subsequent seminar missed without making up the classes.

To make up a seminar (especially in case of illness or University-excused absence that you've communicated about before class starts):

- Watch the recording through the Echo360 tab on Canvas, or if recorded via Zoom via the recording link shared in Teams or the Assignment for that seminar date

- Write a one-page reflection including two questions you'd ask the presenter
- Upload your reflection to the assignment "Missed Seminar Reflection and Questions" in the Assignments tab by the following Tuesday at 11:59pm
- We will not remind you to turn in a makeup reflection, you will need to do that on your own

For students missing portions of each seminar class due to overlapping courses:

- Watch the portion of the class recording you had to miss and send a brief accountability paragraph (4-5 sentences) with summary/reflection of the content to Annie via Teams for each class, otherwise you will receive half credit for each week's attendance.

GRADING POLICY

Grade	Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

ASSIGNMENTS & COURSE OVERVIEW

ASSIGNMENTS	POINTS
Engagement and participation 20 pts X 15 weeks	300
Introduction video	20
Total:	320

The most up to date schedule of PSM Business Meetings, speaker presentations, and other seminar activities will be found in the course site on Canvas.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the site where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276

- o help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct and Student Conduct Code](#) policies as found in the General Catalog.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

These principles, along with our program Code of Conduct, create the core of our program in which we strive to foster belonging and support student growth and development in a professional setting through vulnerability, authenticity, bravery, accountability, and trust.

DIVERSITY, EQUITY, AND INCLUSION

The [Mission, Vision, and Focus](#) webpage of the Office for Inclusive Evidence includes a comprehensive statement of CSU's commitment to diversity, equity, and inclusion. We support and commit to these initiatives as a program.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to

consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.