

**CSUS 800**  
**Foundations of Community Sustainability II**

Spring 2019  
Tuesdays 11:30 AM -2:20 PM  
Natural Resources Building 320B

Instructor	Dr. Lissy Goralnik
Email	<a href="mailto:goralnik@msu.edu">goralnik@msu.edu</a> (best way to reach me)
Office hours	by appointment
Zoom Info	<a href="https://msu.zoom.us/j/95944955383">https://msu.zoom.us/j/95944955383</a>
Password	CSUS 801

**Overview**

The work of sustainability is interdisciplinary, collaborative, iterative, and sometimes overwhelming. It requires not just knowledge about systems, but a deep care about system change, self-awareness about ourselves and our capacities as changemakers, a curiosity about the interconnectedness of issues, a commitment to community wellbeing, and the hope that our in the near term can make a difference in the long term. Learning about sustainability can help us frame the problems, develop interventions, and understand how our work fits in the larger framework of sustainability research and practice. But it is only one piece of the puzzle. We also need to understand how change works, how we participate in it, how we evaluate our effectiveness, and how we care for ourselves so we can keep doing the hard work day in and day out, in the face of what can sometimes feel like an insurmountable challenge. These practical and reflexive components of sustainability action are the focus of this course on *Ethics and Action for Sustainability Change*.

CSUS 801 will build on the conceptual foundations of community sustainability developed in CSUS 800 with a particular focus on how to apply the theoretical foundations of sustainability in practice as sustainability change agents. Focus will include the ways ethics, community engagement, and systems thinking inform approaches to practice, collaboration, and evaluation of sustainability projects, as well as the ways we develop a sustainable commitment to sustainability by developing tools to address burnout, complex group dynamics, and emergent project challenges.

**Learning outcomes:**

*Students will:*

- Further develop conceptual understanding of the foundations of sustainability
- Apply conceptual understanding of the foundations of sustainability and systems thinking to real-world community engagement contexts in fields of interest.
- Develop awareness of the theory, skills, and practice of community engagement related to sustainability
- Develop practical skills for community engagement (communications, facilitation, collaboration) for use in the public sphere and for which the outcomes are not predetermined.

- Develop capacity for building trust and transparent relationships to achieve a collectively-determined goal.
- Practice and apply skills related to participatory virtues, such as perspective-taking, active listening, multiple group roles, reflexivity, and conflict resolution.
- Recognize and value various ways of knowing and how knowledge is held, represented, shared and created. Honor the processes of co-learning and co-creation of knowledge.
- Develop capacity for change agency and sustainability leadership
- Develop tools to prevent burnout and cultivate a sustainable sustainability practice

**Required readings**

1. Leadership for a Better World: Understanding the Social Change Model of Leadership, 2<sup>nd</sup> edition. S. Komives, W. Wagner, and Assoc. Jossey-Bass, 2017.
2. Active Hope. Joanna Macy and Chris Johnstone. New World Library, 2012.
3. *Systems Thinking for Social Change*. David Peter Stroh. Chelsea Green Publishing, 2015.\*\*
4. *Michael Fullon, Leadership & Sustainability, 2005.\*\**
5. Other readings posted in D2L (see below)

*\*\*don't buy the Stroh or the Fullon yet. I'm not sure how much we will read, and if it's only a short piece, I'll find a way to copy and post it. Stay tuned.*

**Course Schedule (tentative, stay tuned for changes)**

Week	Theme	Required Readings (prior to class)	Assignments due
1 1/19	<p><b>Change</b> <i>What is it? And how do we participate in it?</i></p> <ul style="list-style-type: none"> <li>• Change agency</li> <li>• Grassroots change</li> <li>• Systemic change</li> </ul>	<ul style="list-style-type: none"> <li>• Van Poeck et al., 2017, An Exploration of Sustainability Change Agents as Facilitators of Nonformal Learning</li> <li>• ACPA: Change Agent Abilities Required to Help Create a Sustainable Future” <a href="https://www.myacpa.org/sites/default/files/Change_Agent_Skill_s.pdf">https://www.myacpa.org/sites/default/files/Change_Agent_Skill_s.pdf</a></li> <li>• Visser &amp; Crane, 2010, Corporate Sustainability and the Individual: Understanding What Drives Sustainability Professionals and Change Agents</li> <li>• Bushe, G. 2005. Five theories of change embedded in appreciative inquiry <a href="http://www.gervasebushe.ca/ai5.pdf">http://www.gervasebushe.ca/ai5.pdf</a></li> </ul>	
2 1/26		<i>Student-Inspired Resources</i>	- class resources due Friday 1/22
3 2/2	<p><b>Purpose</b> <i>What matters and why? What is right action?</i></p> <ul style="list-style-type: none"> <li>• Values</li> <li>• Vision</li> <li>• Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Nelson &amp; Vucetich, 2009, On Advocacy by Environmental Scientists: What, Whether, Why, and How</li> <li>• Kibert et al., 2012, (63-148): <i>Chapter 3: “Making Ethical Decisions”</i>; <i>Chapter 4: “Obligations to Future Generations and the Precautionary Principle”</i>; <i>Chapter 5: “The Global Community, Social Justice, and the Distributional Principle”</i></li> <li>• <i>Leadership for a Better World</i> part 2 (41-104)</li> </ul>	- Reading journal due Sunday 1/31
4 2/9		<i>Student-Inspired Resources</i>	- class resources due Friday 2/5
5 2/16	<p><b>Practice</b> <i>How do we get from vision to action?</i></p>	<ul style="list-style-type: none"> <li>• <i>Leadership for a Better World</i>, Parts 3 and 4 (105-196)</li> <li>• Eigenbrode et al. 2007. Employing Philosophical Dialogue in Collaborative Science</li> </ul>	- Reading journal due Sunday 2/14
6 2/23		<ul style="list-style-type: none"> <li>• Green &amp; Haines, 2016, The Role of Assets in Community-Based Development</li> <li>• Emery et al., 2006, Using Community Capitals to Develop</li> </ul>	- Reading journal due Sunday 2/21 - class resources due

	<ul style="list-style-type: none"> <li>• ABCD</li> <li>• Communication</li> <li>• Collaboration</li> </ul>	<p>Assets for Positive Community Change (p. 1-7)</p> <ul style="list-style-type: none"> <li>• Bassler, A. et al., 2008. Developing Effective Citizen Engagement: A How to Guide for Community Leaders <a href="http://www.rural.palegislature.us/Effective_Citizen_Engagement.pdf">http://www.rural.palegislature.us/Effective_Citizen_Engagement.pdf</a></li> <li>• Ferkany &amp; Whyte. 2012. The Importance of Participatory Virtues in the Future of Environmental Education</li> </ul>	Friday 3/5 (or earlier, because this is a long break between classes)
<b>7</b> <b>3/2</b>	<i>School Break. Rest! Enjoy!</i>		
<b>8</b> <b>3/9</b>	<p><b>Practice</b></p> <p><i>How do we get from vision to action?</i></p> <ul style="list-style-type: none"> <li>• Facilitation</li> </ul>	<p style="text-align: center;"><i>Student-Inspired Resources</i></p> <ul style="list-style-type: none"> <li>• Readings TBD from Dr. Rivera</li> <li>• <b>Guest lecture: Dr. Jenó Rivera, facilitation</b></li> </ul>	- Reading journal due Sunday 3/7
<b>9</b> <b>3/16</b>	<p><b>Leadership + Accountability</b></p> <p><i>How do we steer the ship, hold true to purpose, and account for unintended consequences?</i></p>	<ul style="list-style-type: none"> <li>• <i>Leadership for a Better World</i>, Parts 1 and 5 (1-40 and 197-275)</li> <li>• Visser &amp; Courtice. 2011. Sustainability Leadership: Linking Theory and Practice</li> <li>• McKim &amp; Goodman. 2020. Emergent Opportunities in Complexity, Leadership, and Sustainability</li> </ul>	- Reading journal due Sunday 3/14
<b>10</b> <b>3/23</b>	<ul style="list-style-type: none"> <li>• Participatory virtues</li> <li>• Change agency</li> <li>• Managing complexity</li> <li>Styles and traits</li> </ul>	<p style="text-align: center;"><i>Student-Inspired Resources</i></p> <ul style="list-style-type: none"> <li>• <b>Guest lecture: Dr. Aaron McKim, leadership (1:30-2)</b></li> </ul>	- class resources due Friday 3/19
<b>11</b> <b>3/30</b>	<p><b>Evaluation</b></p> <p><i>How do we know we're doing a good job, or moving the needle?</i></p>	<ul style="list-style-type: none"> <li>• Kellogg Foundation. 2017. Step by Step Guide to Evaluation (Chapters 1-4 and Chapter 7)</li> <li>• Systems Thinking for Social Change, Part 3</li> </ul>	- Reading journal due Sunday 3/28
<b>12</b> <b>4/6</b>	<ul style="list-style-type: none"> <li>• Logic models</li> <li>• Community relationships</li> <li>• Adaptive and iterative progress</li> </ul>	<p style="text-align: center;"><i>Student-Inspired Resources</i></p>	- class resources due Friday 4/2
<b>13</b> <b>4/13</b>	<p><b>Sustainable Action</b></p> <p><i>How do we take care of ourselves as we care for our communities and the world?</i></p>	<ul style="list-style-type: none"> <li>• Active Hope</li> </ul>	- Reading journal due Sunday 4/11
<b>14</b> <b>4/20</b>	<ul style="list-style-type: none"> <li>• Authentic hope</li> <li>• Contemplative practice</li> <li>• Connection to nature, community</li> <li>• Self-care</li> </ul>	<p style="text-align: center;"><i>Student-Inspired Resources</i></p>	- class resources due Friday 4/16
<b>15</b>	finals	Technically 4/28 7:45-9:45 am.....	- Final reflections due - mentorship report due

### Assignments (Total: 1000 points)

1. **Reading journal** (50 points/week (20 points week 1), **445 points total**)
  - Each week, due Sunday by 5pm
  - For each article: (20 points) (just this section for week 1, due the following Sunday)
    - *Part I:* citation information, key words
    - *Part II:* short summary of each reading (a few sentences is fine)
    - *Part III:* any useful takeaway from the reading for your own work (bullet points are fine)
    - *Part IV:* any muddy points, things you don't understand, or find challenging in the article
    - *Part V:* 2 questions from the reading for use in discussion (submitted to D2L and emailed to

- the discussion leads for that week)
- For each group of readings: (30 points)
  - 1-2page reflection on the intersections, divergences, or primary takeaways from the readings as a group
  - Dropboxes are on D2L in the weeks the readings are assigned
- 2. **Class readings/media contributions** (20 points each, **120 points total**)
  - Every other week, due by Friday 5pm
    - On the weeks when I have not assigned readings, the class will be responsible for providing content related to that week's theme. While this can be peer-reviewed literature, I see these weeks as opportunities for us to focus on application and practical skill building, or more real world understanding of the concepts. So think Ted Talks, toolkits, activities (e.g. active listening, team building, leadership skills inventories), case studies, etc. I will have some ideas, so reach out if you feel stuck. In class you will be asked to 'lead' your contribution, which might mean a short discussion, a reflection, or practice of an activity.
    - Please upload materials onto D2L in the dropboxes in the folders for the weeks the materials will be used
- 3. **Discussion lead** 30 mins., 2 times/semester (team) (50 points each, **100 points total**)
  - With a partner, everyone will be responsible for leading 2 short discussions on the reading. This can be guided by the submitted discussion questions, or a short presentation to provide context for the readings, or a short activity to draw out meaning from the readings. Groups should check in with Lissy the week before about your plans. Grades will be based on preparedness and relevance to the theme/articles.
    - Please upload materials you prepare onto D2L after your class
- 4. **Reflective/contemplative practice lead and journal** (75 points)
  - A central part of this class is learning how to be a change agent, and an important quality of change agents is developing tools to prevent burnout and continue your good work despite challenge (e.g. the often frightful or sad state of the world). We all respond to different kinds of practices, and the more tools we have in our toolbelt, the better prepared we are to stay present with the work. Toward that end, everyone will introduce one practice that encourages balance, increased wellbeing, calm, presence, etc. We will practice it during class and then commit to return to it over the week.
    - Everyone should keep a short journal about their experiences with the practices. Just a couple sentences about your reaction to it, your experience the first (or first few) times trying it, and your relationship with it at the end of the week.
    - Please upload onto D2L by 4/26 at noon
- 5. **Community engagement lecture and activity: Guest Teaching in CSUS 301** (teams) (100 points)
  - In pairs, everyone will prepare a lecture and activity based on our course themes in CSUS 301: Community Engagement for Sustainability. You can pick readings or media for them to watch before class as homework (I can help), present on those assignments or use case studies or your own experiences in the field as sustainability and community engagement practitioners. Teams will meet with me a week prior as you develop your lesson. This activity will allow you to apply our learning with a new audience as a way to practice leadership, relationship building, community engagement, and communication skills. There are also few opportunities to develop teaching experience in the department, so this is an opportunity to get practice in the classroom, and if it is useful for you, to collect teaching evaluations that you can add to your teaching portfolio.
    - **Available dates** (there can be some flexibility with these with enough advance notice):
      - 2/15, 2/22, 3/22, 3/29 (or potentially most Wednesdays)
      - Class meets *Mondays and Wednesdays 12:40-2*
      - If you are never available during this window, let's chat. You can work with a team on content development and assignments, perhaps pre-record a short section, and let your team do the interface with the class (over Zoom).
    - **Potential content** (*other suggestions are welcome*):
      - Theories of change

- Assets Based Community Development
  - Change agency
  - Group dynamics/collaboration
  - Communication
  - Evaluation
  - Leadership
  - Sustainable action/wellbeing
  - Equity, inclusion, and implicit bias
- Depending on class schedule and planning, we will try to make time for a practice run of your materials for feedback in our meetings
  - Final report and reflection (1-2 pages) about this activity will be due in D2L one-week after you teach
  - Please upload teaching materials into D2L after you teach
6. **Community engagement mentorship (teams) (75 points)**
- Each of you (either alone or in teams) will mentor 1-2 undergraduate community engagement teams on their community engagement projects (more info to follow re: their projects). This will require being available over email for student inquiries about their community engagement practice and group dynamics.
  - You will also meet with each group at least two times during the semester to provide mentorship on project development, project management, systems thinking, relationship-building, group dynamics, project evaluation, and project reporting (or whatever else comes up that they are working on, struggling with, or curious about)
  - Please document the frequency and content of your interactions with the team, as well as any challenges, successes, and observations you make about their projects, progress, and group dynamics. At the end of the semester, you will write a 1-2 page report about your experience, what you learned in the process of facilitating their learning and about community engagement, and what you think they learned in the process of community engagement, as well as from your mentorship. This report will include reflection on what you might do differently, or how you might structure the interactions more effectively in the future.
    - Please upload your report onto D2L by 4/26 at noon
7. **Final reflections (100 points total)**
- Values inventory (10 points)
  - Mission statement (15 points)
  - Sustainable practice plan (10 points)
  - Application to your own project (or a project): ethics, action, evaluation (75 points)
    - We will work on the values inventory and mission statement in class. At the end of the semester you will return to these exercises, revise them, and develop all of the pieces in a final 3-5 page reflection that articulate what you have learned during the semester that relates to your own work and thinking about your sustainability research and practice. Please weave in course readings, activities, and reflections to describe how change agency - or ethics and action for sustainability change - applies to your research and practice. What challenges to you anticipate, how will you stay inspired, how do your values commit you to this work, and how does your work and vision contribute to sustainability change more widely?
    - Please upload your reflection onto D2L by 4/26 at noon

### Grading Scale

*Grades for the course are determined as follows:*

Points	> 925	924-865	864-795	794-765	764-695	694-665	664-595	<595
Grade	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0

## Assignment due dates aligned with course learning outcomes

Assignment	Due date	Associated learning outcome(s)
Reading Journal	Every other Sunday by 5pm (see schedule; a couple of weeks are not every other)	<ul style="list-style-type: none"> <li>• Conceptual understanding of sustainability, systems thinking and community engagement</li> <li>• Recognize and value various ways of knowing</li> <li>• Awareness of community engagement scholarship and practice</li> </ul>
Class Materials	Every other Friday, 5pm (see schedule; a few weeks are not every other)	<ul style="list-style-type: none"> <li>• Apply conceptual understanding of sustainability</li> <li>• Develop awareness of community engagement</li> </ul>
Discussion Lead	On assigned dates. Sign up in class on the first day.	<ul style="list-style-type: none"> <li>• Conceptual understanding of sustainability and systems thinking</li> <li>• Awareness of community engagement scholarship and practice</li> <li>• Practical skills for community engagement</li> <li>• Develop capacity for trust and relationship building</li> </ul>
Reflective/ Contemplative Practice Lead	In class one time during the semester. Sign up in class on the first day.	<ul style="list-style-type: none"> <li>• Develop tools to prevent burnout and cultivate a sustainable sustainability practice</li> <li>• Practice participatory virtues</li> <li>• Recognize and value various ways of knowing</li> <li>• Develop capacity for change agency</li> </ul>
Community Engagement Lecture and Activity: Guest Teaching CSUS 301	On assigned date. Sign up in class.	<ul style="list-style-type: none"> <li>• Conceptual understanding of community engagement for sustainability</li> <li>• Awareness of community engagement scholarship</li> <li>• Practical skills for community engagement</li> <li>• Develop capacity for sustainability leadership</li> </ul>
Community Engagement Mentorship	Ongoing, depends on CSUS 301 schedule	<ul style="list-style-type: none"> <li>• Practical skills for community engagement</li> <li>• Apply skills related to participatory virtues</li> </ul>
Final Reflections	4/26 by noon	<ul style="list-style-type: none"> <li>• Conceptual understanding of sustainability and systems thinking</li> <li>• Apply skills related to participatory virtues</li> <li>• Recognize and value various ways of knowing</li> <li>• Develop capacity for change agency and sustainability leadership</li> <li>• Develop tools to prevent burnout</li> </ul>

### Course Philosophy

The organization of this course is predicated on the assumption that learning takes place best in a dynamic, interactive and critical atmosphere. Accordingly, the course relies heavily on student initiative and active participation. The format emphasizes structured opportunities for students to share and reflect upon their individual experiences. Students are invited and challenged to shape and share the intellectual workspace of the course whenever possible. Respectful and constructive student input into the approach we take in class is encouraged.

### Unexpected Events

Unexpected events take place and factors out of our control can obstruct our plans. I will be sensitive to such things. These are challenging times. Students with personal circumstances that hamper their ability to carry out certain tasks on time are encouraged to contact me in advance. I will do everything I can to help you succeed.

### Disability Accommodations

Any student who feels that she or he may need accommodations based on a disability should discuss this

with me as early as possible in the semester so we can develop a strategy for success.

### **Writing assistance**

If you have trouble writing, especially because English is not your native language, please just do your best to get your point across, in your own words. I have experience as a writing instructor and have worked with a number of ESL learners. I will be very patient as long as you try your best. If you are frustrated trying to express yourself, I strongly suggest that you visit the MSU Writing Center ([www.writing.msu.edu](http://www.writing.msu.edu)) for assistance. You will find that the Writing Center is an amazing resource for helping you learn an important skill. Putting the time in now will pay off when you get ready to write your thesis or dissertation. They are doing remote meetings, and they are available to meet with students at any stage of the writing process (e.g. brainstorming, first drafts, editing).

### **MSU Required Syllabus Components**

#### *SPARTAN CODE OF HONOR*

Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. Learn more here <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>.

#### *ACADEMIC INTEGRITY*

Article 2.3.3 of the [Academic Freedom Report](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, 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](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

#### *RVSM LIMITS TO CONFIDENTIALITY*

All University employees, with some exceptions, have reporting obligation when the employee becomes aware of relationship violence, stalking, or sexual misconduct that involves a member of the University community (faculty, staff, or student) or occurring at a University event or on University property. This includes your faculty convener. Learn more here <https://oie.msu.edu/resources/mandatory-reporters.html>

#### *RCPD DISABILITY ACCOMMODATIONS STATEMENT*

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](http://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 will be honored whenever possible.

#### *DIVERSITY, EQUITY, AND INCLUSION*

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>)

### *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 at no-charge.

- If you are struggling with this class, please contact your conveners by email.
- Meet with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU. The BSP Academic Advisor is Dustin Petty and you can reach him at 517.420.1658.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.
- Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive)
- 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/>

### *RELIGIOUS OBSERVANCE POLICY*

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

### *TECHNICAL ASSISTANCE*

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

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Digitization Support Site](#)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345