

**ENVR 2900 (A01) 1.5 Cr.Hrs.**  
**Environmental Science Professional Development 1**  
**Fall 2023/Winter 2024**

**INSTRUCTOR: LESLIE GOODMAN**

**Email:** [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)

**Office Hours:** By appointment

**Use the Zoom Meeting URL for virtual meetings -**

<https://umanitoba.zoom.us/j/98056785184?pwd=M21rc1FXVINxUWQzdDR6L2wwWitPZz09>;

Passcode: 132295

**Description:**

Through self-directed learning, students are introduced to the various environmental sectors and possible opportunities available to achieve their career aspirations. Students develop skills in effectively marketing their knowledge and abilities through resume improvements and professional networking. Students gain knowledge of MB legislation regarding workplace health and safety, and the elements of respectful workplace environments.

***This course is a mandatory requirement for admission to the Cooperative Education Option.***

**Goals - By the completion of this course, you will:**

- be knowledgeable about environmental professions and narrow your interests;
- identify the academic and professional training you require to achieve your employment goals;
- communicate your skill set in relation to the demands of your chosen profession;
- know how to identify the duties and responsibilities listed in a job posting and design your resume;
- begin to develop more effective communication and networking skills to market your abilities;
- establish contacts with relevant organizations and participate in events; and
- participate in activities that enhance your overall employability and knowledge of environmental sectors.

**Course Deliverables:**

**Fall Term Class Dates Quick Reference (Winter Term TBA)**

***All classes start at 5:30 in 221 Wallace unless otherwise stipulated.***

**September**

- |    |   |
|----|---|
| 11 | Introduction (Mandatory)  |
| 18 | Meet Professional Organizations and become involved <ul style="list-style-type: none"><li>• Manitoba Environmental Industries Association</li><li>• MB Chapter of the Wildlife Society</li><li>• Sustainable Building Manitoba</li><li>• Ducks Unlimited Wetlanders Association</li></ul> |
| 21 | ECO Canada Virtual Career Fair (3 sessions required; Mandatory)   |
| 25 | Resume Writing Workshop (Mandatory)   |

**Notes:**

- **September 21 9:00 – 5:00 ECO Canada Virtual Career Fair** (note that they are 1 hour earlier when planning sessions; Mandatory)

**October**

- |    |  |
|----|--|
| 2  | Day of Truth and Reconciliation: No class  |
| 9  | Thanksgiving; No class   |
| 18 | <b>Environmental Careers Organization Event (5:30 PM in 108 St. John's; Mandatory)</b><br><b>Note – No class on Monday, October 16</b> |

- 23 Career Planning Workshop: Overview of Exercise and Resources (Mandatory)
- 30 Coop Presentations (Must attend 1 of the 4 evenings)

### November

- 6 MEIA Networking 101 (Mandatory)
- 13 Reading Break; No class
- 20 Coop Presentations (Must attend 1 of the 4 evenings)
- 27 Coop Presentations (Must attend 1 of the 4 evenings)

### December

- 4 Coop Presentations (Must attend 1 of the 4 evenings)
- 11 Assignment Drafts Due: Resume and Cover Letter; and Career Exploration and Strategic Planning**

Topic	Due Date
<b>Fall Term</b>	
<b>I. Resume and Cover Letters that Stand Out (30%)</b> Mandatory Resume Workshops: September 19 and 25	Draft - December 11, 2023 Final – April 11, 2024
<b>II. Career Exploration and Strategic Planning for Your Career (15%)</b> Mandatory Career Planning Workshop: October 23	Draft - December 11, 2023 Final – April 11, 2024
<b>Winter Term</b>	
<b>III. Brand Yourself – Elevator Pitch (10%)</b> Mandatory Workshop (January, 2024; TBA) Peer to Peer Discussions (February/March 2024; TBA) Recorded Elevator Pitch; Peer Evaluation	April 11, 2024
<b>IV. Workplace Preparedness (10%)</b> Mandatory Workshop February (TBA) Safe Work Manitoba Respectful Work/Sexual Violence Awareness	April 11, 2024
<b>Both Fall and Winter Terms</b>	
<b>V. Networking and Professional Experience Building (30%)</b>	April 11, 2024
<ul style="list-style-type: none"> <li>○ Required: ECO Career Fair (3 events with summaries; <a href="https://ecocanada.vfairs.com/en/">https://ecocanada.vfairs.com/en/</a>)</li> <li>○ Participation in 8 other elective events throughout the fall/winter (with summaries)</li> </ul>	
<b>Mandatory</b>	
<ul style="list-style-type: none"> <li>○ Essential Not Optional Skills Needed (<a href="https://eco.ca/online-learning/essential-not-optional-skills-needed-to-succeed-in-canadas-environmental-industry/">https://eco.ca/online-learning/essential-not-optional-skills-needed-to-succeed-in-canadas-environmental-industry/</a>)</li> </ul>	
<b>VI. Instructor Meetings: Students meet with the course instructor in Fall; Winter (5%)</b>	
<ul style="list-style-type: none"> <li>○ Minimum of 2 meetings/term</li> <li>○ Virtual meeting using Zoom (see above for link)</li> </ul>	

*Note: The University of Manitoba has enforced an Electronic Communications with Students policy. Please ensure that you use your university email account to correspond with staff in the Cooperative Education Office.*

**UM Learn:** [www.umanitoba.ca/umlearn](http://www.umanitoba.ca/umlearn)

This course is supported by **UM Learn**. At this site you will find information relevant to the course as well as the Cooperative Education Option. Specific materials for this course are located in the ENVR 2900 Folder. This includes an electronic version of the course outline, relevant links required to complete the assignments, as well as on-line submission drop boxes for the Resumes and Cover letter; Career Profiling, Elevator Pitch; Workplace Safety; and Course Participation description.

### **Academic Dishonesty:**

Students should acquaint themselves with the University's policy on plagiarism and cheating and examination impersonation (see University of Manitoba General Calendar). The full definition of plagiarism and the possible penalties associated with it are outlined in the General Calendar. If your submitted assignment contains material you have copied from another source (e.g. from a textbook, another student, or from the published literature) you must give proper citation to that source. While templates are available for webpage development, and it seems that it is an easy fix to the issue of designing a career portfolio, it is not acceptable for course credit.

**Last day for Voluntary Withdrawal with fee reimbursement is September 19<sup>th</sup>, 2023**

**Last day for Voluntary Withdrawal for part 2 (winter) is January 19<sup>th</sup>, 2024**

*Note that this is much earlier than the Winter term VW deadline.*

### **A Note about Scheduled and Elective Classes**

This course is designed to be an opportunity for self-exploration and independent study, and thus there will be a balance between mandatory seminars with elective and optional events. You will find that there are endless opportunities to participate in numerous activities planned for undergraduate students but also professional seminars and conferences as well. The schedule of all of these activities is updated frequently and will be emailed out to students. **It is your responsibility to stay informed of these events and register according to the instructions provided.** Note that 30% of your course grade reflects your involvement in these activities. Start early so that you are able to diversify your course participation.

There are two different types of activities in the course:

**Mandatory participation** – everyone in the course is expected to participate. Examples include specific workshops on topics related to the course requirements: resume development, career planning and certification, planning your career path, elevator pitch, workplace safety. Speak with the Instructor should you have a timetable conflict with the schedule.

ECO Virtual Career Fair (September 21 between 8 and 4 PM Mountain/Calgary Time) – students are expected to attend 3 workshops. Go to: <https://ecocanada.vfairs.com/en/> to register and review available sessions.

Students in ENVR 2900 are expected to ALSO attend Coop presentations that are scheduled between October 30 and December 4. Presentations provide not only insights into the reports/presentations required in Coop but also the types of jobs that students secure in summer placements. It is a very informative exercise that you are sure to benefit from. I will promote the topics and schedule as we get closer to the event. You must attend at least one evening of presentations but you are encouraged to attend others as well to learn about the various Coop jobs.

**Elective participation** – these are optional events and you are encouraged to attend those that are of interest to you. Examples include professional conferences and workshops delivered as on-demand formats, as well as faculty lectures. You will find these described in periodic emails. Remember that **you must pick 8 of these events** to participate in over the 8 months of the course. Ask the Instructor for any clarification if you still have any questions about these.

Plan to chat with the course instructor frequently throughout the term. You will find this course much more satisfying if you plan a series of meetings to discuss course progress and generally strategize about what next to explore as you research options in career planning, faculty resources and opportunities to participate in extracurricular events. You should book your initial meeting with the instructor in September/early October to review your interests in your area of specialization (e.g., focus area or stream) and in the Coop program. ***By the end of the fall semester, you should have met one-on-one with the course instructor at least twice.***

### **Where to find information about the assignments and activities:**

You will find all/most information available to complete the assignments in the Cooperative Education UM Learn site within the ENVR 2900 folder and contained within this course outline as well. All of the course exercises have a respective folder on the UM Learn website containing relevant information and supporting website URLs.

## **COURSE EXERCISES**

### **I. Resume and Cover Letter**

There are several styles of resumes available and depending on your experience and skills, one is more advantageous to you than the other in your efforts to secure Coop and permanent employment. Most undergraduate students find the combination resume to be the best-suited format in designing a resume when directly related experience is minimal.

Resume development is explored through three workshops. In the first of the series, we discuss content and expectations of the resume; and in the remaining workshops we apply this knowledge to develop and finalize your resume. To assist you with this process, there will be a presentation of materials uploaded on UM Learn, and links to Career Services available resources at <https://www.umanitoba.ca/career-services/employment-resources-students#marketing-yourself>

Do NOT delay in drafting your resume and consulting with Leslie as you develop this. Note that it typically takes upwards for 6 weeks and numerous edits to put together a great resume and should be a priority in first term. **This is important in preparation for job recruitment in the Cooperative Education Option that commences early in 2024. Remember – the resume gets you the interview! A poorly crafted resume means you could lose out on an important interview.**

**Through the resume workshops, you will learn that you must tailor your resume so that it speaks to the job. In your assignment outlined below you are evaluated on how successful you are in crafting a combination resume that speaks to your job application.**

#### **Your Assignment:**

Perhaps the greatest challenge in designing a resume is that it needs to address the requirements and skills identified in the job posting. This often means you have to redesign the resume for each application. In the ENVR 2900 exercise, you will have opportunity to learn how to identify what you need to communicate in your resume and how to redesign the resume quickly and easily.

Here is your course exercise:

- Select a relevant job posting (one from the many found in the UM Learn resume assignment folder which is made available AFTER October 23) that reflects a career of interest to you.
- Summarize using point form at least 5 skills you feel are essential to the position. Rank them, if you can, in terms of importance to the position based on your impression from the information provided in the posting. This will be useful as you identify the essential skills that need to be described in the cover letter.

- Identify how you have acquired each skill. Often you will not have directly-related experience (you are, after all, just entering the profession) and so the challenge is to identify other ways to demonstrate knowledge and skills. For example, you might demonstrate project management through something you have worked on personally in a sporting, church, or volunteer activities. **Spend some time on this process since this will better prepare you when you are actually applying to a position and then the interview as well.**
- Develop point form sentences/statements that describe the skills you have. As you develop these statements, use strong action verbs (HINT: a great list is provided in the Career Services Resume Workbook), identify how you obtained the skill, how many years of experience etc. Keep editing the statements so that you can insert these as need be in your resume, making it that much easier to prepare resumes quickly in Winter term when there are numerous application deadlines. Your goal is to have numerous statements available so keep an electronic file/journal of these statements for your future use. Refer to the resume workbook for helpful suggestions in developing these statements.
- Compose a cover letter that will represent the first page to your application. It should follow standard protocols with an emphasis of describing your **relevant** skills to the potential employer. Consider the cover letter to “tell the story” of what the employer will find in the resume.
- Edit your resume to reflect the relevant skills for the posting. Your resume and cover letter will be evaluated based on the following:
  - Did you demonstrate all of the skills and qualifications essential in the posting by sufficiently transferring your knowledge and experiences?
  - Have you prioritized and ordered your skills and qualifications appropriately with the posting?
  - Did you describe your essential skills in the cover letter that makes the reader want to learn more about you by examining your resume?
  - Can your Instructor (as the mock employer) easily scan the cover letter and resume to identify the essential skills?
  - Have you removed extraneous information not relevant to the position?

**Submit your resume and cover letter using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**

## **II. Exploration and Strategic Planning for Your Career**

As concern over the environment increases, so do the opportunities in the environmental job market. The jobs are diverse as are the skills required to meet the competencies demanded. This might beg the question, “So what sorts of jobs will a program in environment prepare me for?” The immediate answer is many, but the field is changing so quickly that jobs being advertised today may not be available when you graduate, while new job titles are constantly evolving. As we develop our understanding of the relevance of the environment to all aspects of our society, our need for well-prepared graduates trained in this sector expands.

In an effort to respond and provide information to prospective employees and employers on the possibilities for environmental employment, the Government of Canada established ECO Canada (Environmental Careers Organization of Canada – [www.eco.ca](http://www.eco.ca)) in 1992 as part of Canada's sector council initiative. With a solid reputation in the field of human resource management, ECO Canada's services reach all participants of the environmental sectors including employers, practitioners, educators, and students. ECO Canada develops programs that meet both the demand of employers as well as students by describing and developing career resources, internships, and certification. In its simplest form, ECO Canada help

individuals build meaningful environmental careers, provide employers with resources to find and keep the best environmental practitioners, and inform educators and governments of employment trends in this growing sector to ensure its ongoing prosperity.

ECO Canada has developed an array of resources on its website. By using this site, students are able to access webinars (quite a few are free), gain insight into possible careers in the environment sectors, plan courses they need to further their education in an environmental area, view job opportunities, apply for funding for Coop and post graduation. In short, ECO Canada offers a one-stop shopping place for securing your future in an environmental position.

Newly added to the supports available for students, ECO has a suit of services on career preparedness. Explore these supports and determine whether you would like to join their programming (elective).

**Resources at ECO.ca that you should be utilizing for 2900 and ongoing career development include:**

- Career Preparedness (Elective) - <https://eco.ca/environmental-students/career-preparedness-membership/>
  - Note that the October 18th visit by ECO will cover some/all of these topics.
- Webinars and On-line Training (free on-demand webinars) - <https://eco.ca/learning-on-demand/>
- Research and Resources (to explore careers) - <https://eco.ca/research-and-resources/>
- National Occupational Standards for Environmental Employment (critical to future certification and useful in picking courses) - <https://eco.ca/nos-summary/>

**Your Tasks in this exercise are to:**

- Research and then generate a list of relevant occupations to consider for career exploration (consider at least 2 subsectors);
- summarize skills from the National Occupations Standards required in each of these occupation (noting differences between occupations). Consider key areas of (i) technical competencies, (ii) transferable competencies and (iii) core knowledge;
- summarize and report the skills and knowledge you will require to successfully transition from your undergraduate degree to the occupation(s) once you graduate;
- generate a matrix (table) that outlines (i) required knowledge, skills, and abilities; (ii) courses that provide this training, (iii) faculty and professional mentors who can share in information and support your exploration of the career; and (iv) professional organizations and affiliations that offer development and training; and anything else that will form a basis to acquire skills identified in your career assessment.

***A note about the focus area book – while you are encouraged to review the focus area book, this exercise is not about picking courses but rather identifying the skills, knowledge, and abilities required in the profession. With this knowledge, the second task is to then identify relevant courses that offer these experiences and training. The focus area book does not represent a complete resource to achieve this outcome.***

**The matrix forms the basis for the assignment submission and will be evaluated for the course grade. The exercise does not require a great deal of writing but it should demonstrate an exhaustive search across faculties, programs, courses, professionals, professional organizations, and employment trends.**

In this assignment, you are expected to identify your area of specialization as described by Environmental Careers Organization and the National Occupational Standards. Use the resources above to explore this documentation. Also, use the course outlines available from the Department of Environment and Geography website to extract the skills you acquire in the courses. This will provide a basis to transfer this knowledge and skill to your occupation after graduation and to assist you in devising your resume and skill assessment.

Note - For some students, this is not much of a challenge as they have a pretty good grasp on their area of specialization. However for others, it can be a daunting process as there is so much they want to explore and the options seem endless.

*Note: Outlined below are a series of steps to achieve the end goal of identifying your career path. If you have already made choices related to our occupation of interest, you need not complete all steps in the exercise. Participate at the appropriate stage in the process.*

This exercise relies heavily on the services available through Environmental Careers Organization ([www.eco.ca](http://www.eco.ca)). Other supports are available through Student Employment Services.

As you navigate through the resources, complete the following goals:

**Identify your career interests** utilizing research available

- Refer to the National Occupational Standards and review the environmental careers (<https://eco.ca/nos-summary/>)

Briefly review the occupations listed to see which suit your interests. *It is recommended that you consider the top three careers matches you find most appealing to complete the remaining steps below as this will help you to build a large skill-set.*

Based on the descriptions for each subsector, generate a comprehensive list of skill requirements (a University degree is likely required so you need not mention this). **Focus your research on the specific skills that you will require at the advanced level since these translate to what you need from 3000 and 4000-level academic courses.** *Also, you want to pay attention to field related skills (and try to be specific), as well as soft skills (project management, team building, communication, organization, etc). This part of the exercise is useful toward building your focus area so be exhaustive in your research and you will find your area of expertise unfolds.*

#### **Consultation with your ENVR 2900 Instructor**

Once you have completed the assessment described above, it is time to meet with your Instructor. The instructor will review the progress you have made, give you further suggestions about where you can direct your research and help you to overcome any challenges along the way. Your instructor can also provide you with some ideas about other professional organizations that may be helpful to you as you gain knowledge about your occupation of interest.

#### **Develop a Matrix – Your Academic Strategic Plan!**

Given your assessment, you are now ready to build a matrix that reflects courses, experiences and organizations that will be important components of your education in the next year(s) of study. Be sure to describe your current level of skill (this will help to identify gaps and can be useful in resume development) and where you can gain further training (course #, field experience, organization).

*Note - while this exercise is geared toward employment after graduation, it can be equally relevant to those who see themselves entertaining graduate studies. There is tremendous flexibility in how you accomplish this assignment so if you feel like your aspirations differ from the design of this assignment, contact your instructor to discuss how to modify the process so that you can achieve a more relevant outcome.*

**Submit the career matrix using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**

### III. Branding Yourself – Elevator Pitch

The idea of the employer (elevator) pitch is to have a short pre-prepared speech that explains who you are, your career aspirations and your accomplishments that you could essentially deliver in a short period of time (the reason this is called an elevator pitch is that it is the length of time of an elevator ride). It actually requires tremendous thought about what you'd want to share while ensuring it is memorable and succinct.

The development of an effective pitch means that you need to reflect on your experiences and accomplishments, your goals and what makes you unique. Essentially you'll need to perform a self-evaluation and find effective communication approaches in relaying this information.

For this exercise, you will use your results from building your resume to structure your elevator pitch. You should prioritize, condense and summarize all of the technical knowledge you have thus far acquired in your academic and professional careers, your soft/transferrable skills and recognized accomplishments. ALL WITHIN a limit of around a minute (.....or thereabouts)!

We will review of the components of the elevator pitch in January of the Winter term. However I do encourage you to conduct independent research and see what you come up with as a starting point (for example [https://www.youtube.com/watch?time\\_continue=7&v=O6U9OGpvV78](https://www.youtube.com/watch?time_continue=7&v=O6U9OGpvV78)).

This exercise has two components to it. You will conduct a peer-to-peer interview to chat about your interests in a particular career path, gain insights in relevant experiences, training, and courses and discuss the peer's path in the career you have chosen. The second component of the exercise is the practice your elevator pitch (a mini interview) with a your peer advisor and make modifications as suggested. Ultimately you will record your elevator pitch and submit it on the UM Learn site for course evaluation.

In working with your peer, you will be evaluated on your preparedness to conduct an interview and how well you are prepared with questions that pertain to the exercise. You will also have opportunity to evaluate the peer feedback and how well they are prepared to discuss your questions with you and coach you on developing an effective elevator pitch.

**Submit the peer evaluation and your elevator pitch using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**

### IV. Workplace Preparedness

Under the Workplace Preparedness folder available on Coop UM Learn site for ENVR 2900, you will find access to the resources to complete this exercise. These will be revealed in Winter term.

You will be completing two modules – (i) Respectful Workplace/Sexual Violence Awareness module and (ii) Workplace Safety module. Each module is worth 5% toward your course grade. In this exercise you will review the webinars, and then answer the questions provided in the assignment. Answers to each module should take only ½ to 1 page.

**Submit the Workplace Preparation assignments using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**



## V. Participation in Events (Networking)

In this course, you are required to attend mandatory and elective events throughout the year.

Watch for these workshops to be promoted throughout the academic year. There are already a number of planned events and more to follow! You are responsible to attend 8 of these events and provide a description of the outcomes (skills and knowledge acquired) by the end of the course.

**Registration fees are the responsibility of the student.** Students in ENVR 2900 are required to pay associated fees for activities they choose to participate in. While some events have small nominal fees, others may be more of an investment and this could be a consideration in participation. The Coop Office will endeavor to list events and particularly those free to students in the program. There will be ample free events available to meet the course requirements in participation.

ENVR 3020 and ENVR 4020 – Field Readiness (Fall 2023) and Advanced Applications in Field Readiness (Winter 2024) courses provide hands-on instruction in preparing for field research. It is HIGHLY recommended for students entering Co-operative Education and a skillset that will make you more appealing to employers hiring in fieldwork. The course participation also covers the requirements of this course.

**Environmental Professional Organizations** – A component of networking and course participation marks may include your work and involvement with an organization. There are a number to consider and only a few are highlighted here:

- A: Manitoba Environmental Industries Student Chapter** – <https://www.meia.mb.ca>  
Relevant for students in Environmental Sciences and Studies
- B: The Wildlife Society** – <http://wildlife.org/manitoba/home>  
Relevant for students considering focus areas in biodiversity and conservation, geomatics, and ecosystem management.
- C: Canadian Water Resources Association** - <https://cwra.org/en/>
- D: Wetlanders Association** - <http://www.ducks.ca/stories/rescue-our-wetlands/the-university-of-manitoba-wetlanders/>
- E. Canadian Meteorological and Oceanography Society** – Atmospheric Science students should become members and also join the Weather Club offered at UofM.
- F: Canada Green Building Council** (<https://www.cagbc.org/Default.aspx>)
- G: Sustainable Buildings Manitoba** – (<https://www.sustainablebuildingmanitoba.ca/>)
- H: Office of Sustainability** - <https://umanitoba.ca/sustainability/>

Summarize your mandatory/elective events in terms of knowledge gained, skills and abilities acquired within a length of ½ to 1 page total. Remember that your target is to demonstrate proficiency to an employer so gear your summary in that way. Each event should include:

- Name and date of event
- Organization, guest speaker

- Outcomes from participation – skills, knowledge and abilities acquired summarized succinctly

**Submit your course participation summary using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**

## **VI. Advisor Meetings**

As a component of completing your exercises in this course, you are expected to consult widely within the academic and professional communities to learn about environmental sectors, career opportunities, and planning courses and experiences. As a minimum you should plan two meetings with your instructor in each term.

You should also plan to meet with peers and/or professionals to seek their advice and wisdom as well.

Student Employment Services offers a Career Mentorship program and UM Café (<https://www.umanitoba.ca/career-services/um-cafe-ten-thousand-coffees>) that matches student with practitioner. The program assists you to meet with others, to get a sense of what you will do in the job and what skills professionals think you need to develop before you graduate. Students should contact their instructor if they wish to be connected with a Coop peer mentor.

You should submit a brief summary of the meetings attended with your instructor, faculty mentors, and peer mentors (exclude the peer mentor associated with the elevator pitch). This will be used to evaluate your grade in the course.

**Submit your advisory meetings summary using the on-line drop box available in the Cooperative Education UM Learn site in the ENVR 2900 folder (or, if you are having difficulties with the drop-box, email it directly to Leslie at [Leslie.Goodman@umanitoba.ca](mailto:Leslie.Goodman@umanitoba.ca)).**