NRRT521 SUSTAINABLE SKI AREA MANAGEMENT
COURSE SYLLABUS

INSTRUCTOR INFORMATION

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(Responses to email will be provided within 36 hours during weekdays.)

TECHNICAL SUPPORT

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- Visit the Help Desk web page to troubleshoot common browser and Java issues.
- Call 970-491-7276.
- Email Help Desk Support.

COURSE DESCRIPTION

This course provides an in-depth understanding of sustainability issues that relate specifically to ski resort development and management. As an industry that is heavily reliant upon snowfall and the beauty of the natural environment, there have been increasing calls for ski areas to adopt sustainability as a core business philosophy. This goes beyond implementing various sustainability initiatives that address the impacts associated with ski area development, to the adoption of environmental management systems (EMS) that increase operational efficiency and effectiveness, emphasize corporate social responsibility (CSR) and the building of positive stakeholder relationships, and encourage a holistic approach to environmental stewardship throughout the entire resort organization. Such resort-wide efforts require sound leadership and communication to ensure the participation of all stakeholders, whether guests, employees, local communities, or shareholders, so that environmental, socio-cultural, and economic benefits can be attained. This is particularly evident in the efforts of the ski industry to address climate change, with the successful implementation and communication of adaptation and mitigation strategies the result of sound planning and economic, socio-cultural, and environmental analyses.

COURSE PREREQUISITES AND COREQUISITES

NRRT520 Perspectives on Ski Area Management (this can be taken concurrently with this course)

COURSE OBJECTIVES

Upon completion of this course, you will be able to:

- Apply the concepts of sustainability, sustainable development, and sustainable tourism to a ski area context
- Demonstrate an understanding of corporate social responsibility as it pertains to the ski industry
- Discuss the role of leadership in sustainable ski area management
- Critically discuss the economic rationale for adopting sustainability as a core business philosophy
- Demonstrate the importance of sustainability communication for ski areas
- Compare and contrast various environmental management systems (EMS) that have been adopted by ski areas
- Identify and explain the importance of managing and developing stakeholder relationships
- Analyze the effects of climate change on the ski industry
- Evaluate different climate change adaptation and mitigation strategies undertaken by ski areas

REQUIRED TEXTS

There are no prescribed texts for this course.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

- **Module 1.**
- Liu, Z. (2003). Sustainable tourism development: A critique. *Journal of Sustainable Tourism, 11*(6), 459 - 475.
- Venturoni, L., Long, P., & Perdue, R. (2005). *The Economic and Social Impacts of Second Homes in Four Mountain Resort Counties of Colorado*. Paper presented at the Annual Meeting of the Association of American Geographers, Denver, CO.
- Clifford, H. (2007). *Downhill Slide.* San Francisco: Sierra Club Books. Chapter 9 (Commuters or communities?)
- Pickering, C. M., Harrington, J., & Worboys, G. (2003). Environmental impacts of tourism on the Australian Alps protected areas: Judgments of protected area managers. *Mountain Research and Development, 23*(3), 247-254.

- McKercher, B. (1993). Some Fundamental Truths About Tourism: Understanding Tourism's Social and Environmental Impacts. *Journal of Sustainable Tourism, 1*(1), 6 - 16.
- **Module 2.**
- Wan, S., Wan-Jan. (2006). Defining corporate social responsibility. *Journal of Public Affairs, 6*(3-4), 176-184. doi: 10.1002/pa.227
- Williams, P., Gill, A., & Ponsford, I. (2007). Corporate social responsibility at tourism destinations: Toward a social license to operate. *Tourism Review International, 11*(2), 133-144.
- Gray, R. (2001). Thirty years of social accounting, reporting and auditing: What (if anything) have we learnt? *Business Ethics: A European Review, 10*(1), 9-15.
- Rivera, J., & de Leon, P. (2004). Is greener whiter? Voluntary environmental performance of Western ski areas. *Policy Studies Journal, 32*(3), 417-437.
- Rivera, J., de Leon, P., & Koerber, C. (2006). Is greener whiter yet? The Sustainable Slopes Program after five years. *Policy Studies Journal, 34*(2), 195-221.
- **Module 3.**
- Mahler, D., Barker, J., Belsand, L., & Schulz, O. (2009). "Green" Winners. Chicago: A.T. Kearney.
- Wortman, D. (2014). The dollars and sense of sustainability. *NSAA Journal,* 16-21.
- Sommer, S. (2015). Skiing and sustainability: A perfect pair. *NSAA Journal*, *Convention*, 44–46.
- Willard, B. (2012). *The New Sustainability Advantage: Seven business case benefits of a triple bottom line*. Gabriola Island, Canada: New Society Publishers.
- Schendler, A. (2009). *Getting Green Done*. New York: Public Affairs.
  - http://discovery.library.colostate.edu/Record/.b44408110
- Getz, D., & Jamal, T. B. (1994). The environment-community symbiosis: A case for collaborative tourism planning. *Journal of Sustainable Tourism, 2*(3), 152-173.
- **Module 4.**
- Tetra Tech EM Inc. (2002). Greening Your Ski Area: A Pollution Prevention Handbook. Bozeman, Montana: Peaks to Prairies.
- Hawks, T. (2015). The great snow gun roundup. *NSAA Journal*, *Convention*, 34–41.
- Hudson, S., & Miller, G. A. (2005). The responsible marketing of tourism: The case of Canadian Mountain Holidays. *Tourism Management, 26*(2), 133-142.
- Little, C. M., & Needham, M. D. (2011). Skier and snowboarder motivations and knowledge related to voluntary environmental programs at an alpine ski area. *Environmental Management, 48*(5), 895-909.
- Spector, S., Chard, C., Mallen, C., & Hyatt, C. (2012). Socially constructed environmental issues and sport: A content analysis of Ski Resort Environmental Communications. *Sport Management Review, 15*(4), 416-433. doi: 10.1016/jsmr.2012.04.003
- **Module 5.**
- Todd, S. E., & Williams, P. W. (1996). From white to green: A proposed environmental management system framework for ski areas. *Journal of Sustainable Tourism, 4*(3), 147 - 173.
- Williams, P., W., & Todd, S., E. (1997). Towards an environmental management system for ski areas. *Mountain Research and Development, 17*(1), 75-90.
- Tetra Tech EM Inc. (2002). Greening Your Ski Area: A Pollution Prevention Handbook. Bozeman, Montana: Peaks to Prairies.

- Gill, A., & Williams, P., W. (2008). From 'guiding fiction' to action: Applying 'The Natural Step' to sustainability planning in the resort of Whistler, British Columbia. In S. McCool, F & R. N. Moisey (Eds.), *Tourism, Recreation and Sustainability* (2nd ed., pp. 121-130). Cambridge, MA: CAB International.
- National Parks and Wildlife Service. (2012-13). NSW Alpine Resorts Environmental Performance Report 2012-13 Sydney
- Bouchard, J. (2013). Supply chain sustainability: Ski industry initiatives past, present, and future. *NSAA Journal*, *Spring*, 23–26.
- **Module 6.**
- Perdue, R. R. (2004). Stakeholder analysis in Colorado ski resort communities. *Tourism Analysis, 8*(2-4), 233-236.
- Godfrey, P. C. (2005). The relationship between corporate philanthropy and shareholder wealth: A risk management perspective. *Academy of Management Review, 30*(4), 777-798.
- Nordin, S., & Svensson, B. (2007). Innovative destination governance: The Swedish ski resort of Are. *Entrepreneurship and Innovation, 8*(1), 53-66.
- Gill, A. M., & Williams, P. W. (2011). Rethinking resort growth: Understanding evolving governance strategies in Whistler, British Columbia. *Journal of Sustainable Tourism, 19*(4-5), 629-648.
- **Module 7.**
- Burakowski, E., & Magnusson, M. (2012). Climate Impacts on the Winter Tourism Economy in the United States. New York: Natural Resources Defense Council.
- Scott, D., McBoyle, G., Minogue, A., & Mills, B. (2006). Climate change and the sustainability of ski-based tourism in eastern North America: A reassessment. *Journal of Sustainable Tourism, 14*(4), 376 - 398.
- Steiger, R., & Stotter, J. (2013). Climate change impact assessment of ski tourism in Tyrol. *Tourism Geographies, 15*(4), 577-600.
- Moen, J., & Fredman, P. (2007). Effects of climate change on alpine skiing in Sweden. *Journal of Sustainable Tourism, 15*(4), 418-437. doi: 10.2167/jost624.0
- Hennessy, K. J., Whetton, P. H., Walsh, K., Smith, I. N., Bathols, J. M., Hutchinson, M., & Sharples, J. (2008). Climate change effects on snow conditions in mainland Australia and adaptation at ski resorts through snowmaking. *Climate Research, 35*(3), 255-270. doi: 10.3354/cr00706
- **Module 8.**
- Scott, D., & McBoyle, G. (2007). Climate change adaptation in the ski industry. *Mitigation and Adaptation Strategies for Global Change, 12*(8), 1411-1431.
- Elsasser, H., & Burki, R. (2002). Climate change as a threat to tourism in the Alps. *Climate Research, 20*, 253-257.
- Wolfsegger, C., Gossling, S., & Scott, D. (2008). Climate change risk appraisal in the Austrian ski industry. *Tourism Review International, 12*(1), 13-23.
- Steiger, R., & Mayer, M. (2008). Snowmaking and climate change: Future options for snow production in Tyrolean ski resorts. *Mountain Research and Development, 28*(3/4), 292-298.

COURSE PRESENTATION AND PROCEDURES

Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, narrated Powerpoint presentations, video interviews with ski area managers, and graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. Discussion prompts are also scattered throughout the module to help stimulate your thinking. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

PARTICIPATION EXPECTATIONS

This is a 2 credit course taught over an 8 week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. The recommended break-down of your time is as follows:

- 3 hours a week – weekly readings and taking notes
- 2 hours a week – reading/listening to presentations and taking notes
- 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines a range of theoretical concepts and practical examples of sustainable ski area management and operations. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading of the weekly discussion posts and comments, the sustainability report analysis and your comparative report will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussion posts and comments (6 @ 30 points each)	180	45
Case study analysis: Sustainability Reporting	80	20
Environmental Communication Program Report	140	35
Total:	400	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas.

GRADE DESCRIPTION

95-100% = A+
90-94% = A
85-89% = B+
80-84% = B
75-79% = C+
70-74% = C
65-69% = D+
60-64% = D
0-59% = F

ASSIGNMENT DETAILS

DISCUSSION EXERCISE: DISCUSSION POSTS AND COMMENTS:

In this course, each student will be randomly allocated to a small discussion group forum. You can find your group by clicking on the "Discussions" link. Within these forums, students will be expected to post a short written reflexive/synthesis paper, as assigned each week. This is based on one of the discussion prompts provided throughout the weekly content. This discussion should be posted to your group's Canvas discussion forum. It can be posted directly onto Canvas or attached as a MS Word Document that is no more than 1 page double-spaced. If referencing from the weekly readings and other sources, correct APA 6th style is expected. There will be a total of 6 discussion exercises (DE), with each (discussions and comments) worth 30 marks.

Each discussion exercise (DE) is made up of two sections: a post and two comments. Each post is to be posted on the discussion group thread by **Friday 5pm of each week**, as listed in the course schedule. Students will then be expected to review and comment on a minimum of two DE posts from other students within their discussion group each week. Students will have until **Sunday 5pm of the same week** to post their comments. These comments should be posted directly to Canvas. A portion of the marks for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions.

To understand how the marking is undertaken for each DE, please refer to the marking rubric.

NRRT521 Marking rubric for weekly discussion exercises

Levels of Achievement			
Criteria	Exemplary	Proficient	Below Expectations
Promptness and Initiative	**6 Points** Posts original contribution, responds to at least two peers postings, within the required timeframe.	**3 Points** A discussion is posted but the student does not meet the requirement of commenting on two peer postings.	**0 Points** No discussion is posted at all.
Mechanics of Writing	**6 Points** Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/ professional delivery	**3 Points** Few errors in spelling and grammar, yet overall format is clear and logical.	**0 Points** Poor spelling and grammar in posts; the format of the discussion is difficult to follow and would be deemed as unprofessional by common business standards.
Relevance of Post	**6 Points** Post is highly related to assigned topics; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.	**3 Points** Discussion post is short in length and offers no further insight into the topic; opinions and ideas are stated clearly but occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	**0 Points** Posts do not relate to the discussion; arguments made are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.
Creating Community	**6 Points** Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion.	**3 Points** Displays an effort to become involved with group; interacts with others and acknowledges posts of others.	**0 Points** Argumentative or abrasive. No peer interaction.
Critical Thinking/Analysis	**6 Points** Interprets topic in accurate and insightful	**3 Points** Accurately interprets topic; uses main points of	**0 Points** Makes errors in interpreting topics;

ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence.	information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.	opinion-based comments only, with no support from the literature; superficial commentary.

CASE STUDY ANALYSIS: SUSTAINABILITY REPORTING

This analysis requires you to examine three different sustainability reports provided by Aspen Skiing Company, Arapahoe Basin, and Alta Ski Area, and critically evaluate and compare the sustainability efforts of each resort.

Aspen Skiing Company

Arapahoe Basin

Alta Ski Area

Some questions/thoughts to guide your analysis and discussion:

• What kinds of sustainability initiatives are undertaken by these ski resorts?
• How successful are these initiatives?
• How do they communicate these initiatives in their report?
• Consider the similarities and differences in the information they report, the way it is reported, and the images used.
• Who is their audience?
• Are some resorts more candid with others? Why?
• Are others more promotion than substance? Why?
• What recommendations would you make for each resort regarding future sustainability efforts? Why?

The format for this analysis should be as a formal report with suitable headings and sub-headings. It is recommended that the report begins with a short introduction to each resort, before the sustainability efforts of each are compared and contrasted. This analysis is worth 80 marks, which accounts for 20% of your total grade. It is due this Friday September 18th at 5pm MST. It should be no longer than 4 pages double-spaced. You are expected to draw upon relevant academic literature to help support your evaluation and comparison of your chosen resorts, and also to illustrate your ideas and recommendations.

NRRT521 Marking rubric for Case Study Analysis: Sustainability Reporting

	Levels of Achievement		
Criteria	**Exemplary (10 points)**	**Proficient (5 points)**	**Below Expectations (0 points)**
Ability to identify and synthesize relevant content	All provided content is highly related to the relevant topic area and used in the appropriate sections.	Content provided mostly relates to the relevant topic area, but it is not entirely used in the appropriate sections.	Content provided does not relate to the relevant topic areas.
Ability to be clear, concise, and coherent	Content provided is clear and concise and links are used to draw links between relevant topics.	Content provided is somewhat clear and/or concise. There is some coherence between the topics.	Content provided is not clear and/or concise. There is a lack of coherence between the topics.
Ability to compare and contrast content	Sustainability efforts are thoughtfully compared and contrasted between resorts.	Some comparison is made between resorts.	There is limited comparison made between resorts.
Ability to incorporate personal opinions	The student is able to carefully incorporate their thoughts and opinions when evaluating and comparing each resorts' sustainability efforts.	There is some incorporation of student's thoughts and opinions in the evaluation and comparison of sustainability efforts.	There is no incorporation of the student's thoughts and opinions in the evaluation and comparison of sustainability efforts
Ability to find and generate information	Additional sources beyond the recommended readings were used that were relevant to the topic area.	Additional sources beyond the recommended readings were used, but were not necessarily relevant to the topic area.	No additional sources beyond the recommended readings were used.
Presentation and organization of analysis	Format is clear and logical. There are rare errors in format of font, content, and all sections are present. The language used is professional in its delivery.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis. The format and language used is mostly suitable.	Format is illogical and difficult to read. Arguments are not made clear to the reader. The format and language used is not suitable.
Mechanics of writing	Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience.	Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience.	Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience.

Referencing	All sources were correctly cited, both within the text and in the reference list	Sources were cited with some errors, both within the text and in the reference list	Sources were frequently incorrectly cited, both within the text and in the reference list

CLIMATE CHANGE ADAPTATION (PREPAREDNESS) REPORT

Due to the effects of climate change on the ski industry, many ski areas have adopted a range of climate change adaptation and mitigation strategies to ensure that they are increasingly prepared for the expected variability of snowfall and increased temperatures. This assignment requires a detailed examination of one ski area's efforts to prepare for climate change, and the way in which they have communicated this (or not) to relevant stakeholders.

Given the importance of environmental communication and the limited success that many resorts have had in this space, you will need to develop one environmental communication piece for this ski area that communicates to a relevant stakeholder group, how this ski area is tackling climate change. This may be: a webpage, video, educational toolkit, image, online game, social media posts and contests, on-mountain or billboard signage, etc. You are not required to actually develop this communication piece (as I understand you may not all possess the necessary computer, graphic design, and artistic capabilities to do so). Rather, the aim is to clearly and concisely explain what this communication piece will include and why, and how it will best speak to your chosen stakeholder group.

It is recommended that you examine some examples of what has already been done within the industry and refer to your readings and other sources to determine some best management practices, upon which to base your environmental communication piece.

This report needs to include the following information:

- Title page
- Executive summary (a summary of all key points and recommendations made by the report that is no longer than 1 page in length)
- Table of contents
- Introduction to the report
- Examination of the climate change initiatives undertaken by the resort
    - (be critical in your examination)
- Discussion and critique of environmental communication efforts of such climate change efforts (if any)
- Your proposed environmental communication effort
    - Who you aim to target and why
    - What channels/medium you intend to use and why

- ▪ Method of distribution
- ▪ Timing of distribution
- o Detailed explanation of the design and content of the environmental communication piece
  - ▪ Information
  - ▪ Design
- Conclusion
- Recommendation
- References
- Appendix (if relevant)

This report should be no longer than 10 pages double-spaced. It should include headings and sub-headings to clearly present the content. This report is worth 140 marks, which accounts for 35% of your total grade. It is due Friday October 16th at 5pm MST. You are expected to draw upon relevant academic literature to help justify and illustrate your chosen environmental communication methods.

NRRT521 Marking rubric for Climate Change Adaptation (Preparedness) Report

Levels of Achievement			
Criteria	**Exemplary (14 points)**	**Proficient (7 points)**	**Below Expectations (0 points)**
Ability to identify and synthesize relevant content	All provided content is highly related to the relevant topic area and used in the appropriate sections.	Content provided mostly relates to the relevant topic area, but it is not used in the appropriate sections.	Content provided does not relate to the relevant topic areas.
Ability to be clear and concise	Key points are discussed in a clear and concise manner	Key points are somewhat discussed in a clear and concise manner.	There is a lack of clarity and precision in the discussion of key points.
Ability to compare and contrast content	Climate change efforts are thoughtfully compared and contrasted.	Some comparison is made between climate change efforts.	There is limited comparison made between different climate change efforts.
Detailed explanation and justification	Design of environmental communication piece is explained and justified in detail.	Design of environmental communication piece is explained and justified, but lack depth of reasoning	Design of environmental communication pieces is not well explained or justified
Ability to incorporate personal opinions	The student is able to carefully incorporate their thoughts and	There is some incorporation of student's thoughts and	There is no incorporation of the student's thoughts and

	opinions when evaluating and comparing climate change and environmental communication efforts.	opinions in the evaluation and comparison of climate change and environmental communication efforts.	opinions in the evaluation and comparison of climate change and environmental communication efforts.
Sourcing and referencing of information	Additional sources beyond the recommended readings were used that were relevant to the topic area. All sources were correctly cited, both within the text and in the reference list.	Additional sources beyond the recommended readings were used, but were not necessarily relevant to the topic area. Sources were cited with some errors, both within the text and in the reference list	No additional sources beyond the recommended readings were used. Sources were frequently incorrectly cited, both within the text and in the reference list
Presentation and organization of analysis	Format is clear and logical. There are rare errors in format of font, content, and all sections are present. The language used is professional in its delivery.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis. The format and language used is mostly suitable.	Format is illogical and difficult to read. Arguments are not made clear to the reader. The format and language used is not suitable.
Mechanics of writing	Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience.	Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience.	Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience.
Creativity and innovation	Creativity and innovation was demonstrated in the design and content of environmental communication piece.	Some creativity and innovation was demonstrated in the design and content of environmental communication piece.	Environmental communication piece lacked creativity and innovation
Timeliness	Assignment was submitted on time	Assignment was submitted within 3 days of the due date	Assignment was submitted over 3 days past the due date

ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one's own work. Violations of the university's academic integrity standards include, but are not limited to:

- Cheating—includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.

- Plagiarism—includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment.

- Unauthorized Possession or Disposition of Academic Materials—includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.

- Falsification—includes any untruth, either verbal or written, in one's academic work.

- Facilitation—includes knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

COPYRIGHT

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 or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission could face appropriate disciplinary or legal action.

CSU HONOR PLEDGE

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. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement at the start of your exams:

"I have not given, received, or used any unauthorized assistance."

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

UNIVERSAL DESIGN FOR LEARNING

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.

ACCOMMODATION OF NEEDS

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 prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

For this course, it is recommended that you use Google Chrome as your web browser. This will ensure that the weekly content and pdf links function as designed. If you do not have Google Chrome, you will still be able to access the content for this course, however, you may have to download it as a pdf file. Furthermore, web links may need to be copied into your web browser as they may not be automatically linked.

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
    - o Download Adobe Reader.

- RamCT Blackboard acting funny?
    - o Download the correct version of Java for RamCT Blackboard.

- YouTube videos not playing?
    - o Download Flash Player.

- Videos not opening or playing on your Mac?
    - o Download Windows Media Components for QuickTime.

- Can't open content created with Microsoft Office Products? Download the following viewers:
    - o Word Viewer
    - o PowerPoint Viewer
    - o Excel Viewer
    - o Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats

- Still having issues:
    - o Call the **CSU Help Desk at 970-491-7276** or Email Help Desk Support

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- Google Apps for CSU—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- Open Office—an open source productivity suite

LIBRARY AND RESEARCH ASSISTANCE

The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at jocelyn.boice@colostate.edu or by phone at 970-491-3882 to ask questions or set up an appointment for in-depth research help.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.