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# NRRT522 SKI AREA OPERATIONS AND HUMAN RESOURCES COURSE SYLLABUS

## **INSTRUCTOR INFORMATION**

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

## **TECHNICAL SUPPORT**

Need technical assistance with your Canvas course? Try the following:

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

## **COURSE INTRODUCTION**

This course examines management considerations for the successful operation of a ski area. Weekly focus is given to the various departments, and how each contributes to the ski area experience as a whole. This includes mountain operations, risk management, ski school, rental and retail operations, food and beverage service, lodging, guest services, and human resources management. Students will learn how each of these departments function, along with the various skills required to address the issues and challenges faced in everyday operations. Particular emphasis is given to staff training and recruitment, industry regulations and certification, liability and risk management, crisis management and planning, guest communications, purchasing, stocktaking and inventory management, employee management, and dealing with seasonality. These topic areas are examined in relation to ski areas of different size and scale, and from all over the world, so that comparisons can be made regarding different management and operational procedures, regulations, and expectations.

## **COURSE PREREQUISITES AND COREQUISITES**

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

## LEARNING OBJECTIVES

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

- Discuss the importance of each department and how it contributes to the ski area experience as a whole
- Identify and describe key management considerations for ski area operations
- Apply employee motivation and satisfaction theories to a ski area context
- Identify and outline risk and crisis management protocols and procedures
- Apply guest management and communication techniques to a ski area context
- Outline industry regulations and requirements related to ski area operations
- Discuss stocktaking and purchasing considerations of ski area operations
- Assess the liability concerns associated with various aspects of ski area operations
- Critically examine management considerations regarding the seasonality of employees

## REQUIRED TEXTS

There are no prescribed texts for this course.

## OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

- **Module 1.**
- Chapter 11 - Tetra Tech EM Inc. (2002). *Greening Your Ski Area: A Pollution Prevention Handbook*. Bozeman, Montana: Peaks to Prairies.
- Kangas, K., Vuori, K.-M., Maatta-Juntunen, H., & Siikamaki, P. (2012). Impacts of ski resorts on water quality of boreal lakes: A case study in northern Finland. *Boreal Environment Research*, 17(3-4), 313-325.
- **Module 2.**
- Sulheim, S., Holme, I., Ekeland, A., & Bahr, R. (2006). Helmet use and risk of head injuries in alpine skiers and snowboarders. *The Journal of the American Medical Association*, 295(8), 919-924.
- Kaay, P. (2015). Helmets work: Now can we make them better? *NSAA Journal, Winter*, 24–28.
- McBeth, P.B., Ball, C.G., Mulloy, R.H., and Kirkpatrick, A.W. (2009). "Alpine ski and snowboarding traumatic injuries: Incidence, injury patterns, and risk factors for 10 years". *The American Journal of Surgery*, 197(5), 560-564.
- Byrd, D. (2014). On the right track: Aspen's GPS fleet tracking transforms mountain safety. *NSAA Journal, Winter*, 36–40.
- Roberts, D. (2013). Eat, drink, be healthy. *NSAA Journal, Fall*, 6–8.
- Ritchie, B., W. (2004). Chaos, crises and disasters: A strategic approach to crisis management in the tourism industry. *Tourism Management*, 25(6), 669-683. doi: 10.1016/j.tourman.2003.09.004

- Peters, M., & Pikkemaat, B. (2005). Crisis management in alpine winter sports resorts: The 1999 avalanche disaster in Tyrol. *Journal of Travel & Tourism Marketing*, 19(2-3), 9-20.
- **Module 3.**
- Hawks, T. (2009). Model for growth: Focus on conversion. *NSAA Journal*, October/No, 30–34.
- Mammoth Mountain Ski Area LLC. (2014). *Mammoth Mountain Bike Park Instructors Guide 2014* (pp. 1–11). Mammoth Lakes: Mammoth Mountain Ski Area LLC.
- PSIA-AASI. (2003). *Adaptive Snowsports Instruction*. Lakewood, CO.
- **Module 4.**
- Mammoth Mountain Ski Area LLC. (2014). *Mammoth Mountain Rental Staff Handbook* (pp. 1–47). Mammoth Lakes: Mammoth Mountain Ski Area LLC.
- Byrd, D. (2013). Risk management and “cloud control.” *NSAA Journal*, Fall, 22–26.
- Zentes, J., Morschett, D., & Schramm-Klein, H. (2007). Instore marketing. In *Strategic Retail Management* (1st ed., pp. 209–230). Wiesbaden, Germany: Gabler.
- **Module 5.**
- Chapter 7 - Davis, B., Lockwood, A., Alcoltt, P., & Pantelidis, I. (2012). *Food and Beverage Management* (5th ed.). Abingdon, OX: Routledge.
- Doucette, C. (2015). A fresh approach. *SAM Magazine*, May, 42–46.
- Chapter 8 - Davis, B., Lockwood, A., Alcoltt, P., & Pantelidis, I. (2012). *Food and Beverage Management* (5th ed.). Abingdon, OX: Routledge.
- LeBruto, S. M., Ashley, R. A., & Quain, W. (1997). Using the contribution margin aspect of menu engineering to enhance financial results. *International Journal of Contemporary Hospitality Management*, 9(4), 161-167.
- LeBruto, S. M., Quain, W. J., & Ashley, R. A. (1995). Menu engineering: A model including labor. *Hospitality Review* 13(1), 41-49.
- Kincheloe, D. (2013). Food merchandising: The key to unlocking hidden sales opportunities. *NSAA Journal*, Feb/March, 19.
- **Module 6.**
- Stutts, A. T. (2001). *Hotel and Lodging Management*. Danvers, MA: John Wiley & Sons, Inc.– Chapter 3.
- Beldona, S., & Cobanaglu, C. (2007). Importance-performance analysis of guest technologies in the lodging industry. *Cornell Hotel and Restaurant Administration Quarterly*, 48(3), 299–312.
- Anderson, C. K. (2012). The impact of social media on lodging performance. *Cornell Hospitality Report*, 12(15), 1-12.
- Tetra Tech EM Inc. (2002). *Greening Your Ski Area: A Pollution Prevention Handbook*. Bozeman, Montana: Peaks to Prairies. Chapter 12.
- Crick, A. P., & Spencer, A. (2011). Hospitality quality: New directions and new challenges. *International Journal of Contemporary Hospitality Management*, 23(4), 463-478.
- **Module 7.**
- Plaskitt, S. (2015). Building a better ski and stay experience to win the hearts and minds of consumers. *NSAA Journal*, Winter, 52–58.
- Hudson, S., & Shephard, G. W. H. (1998). Measuring service quality at tourist destinations: An application of importance-performance analysis to an alpine ski resorts. *Journal of Travel & Tourism Marketing*, 7(3), 61–77.

- Dickson J., T., & Huyton, J. (2008). Customer service, employee welfare and snowsports tourism in Australia. *International Journal of Contemporary Hospitality Management*, 20(2), 199–214. doi:10.1108/09596110810852177
- King, S. (2015). "You owe me." *NSAA Journal, Winter*, 8–10.
- Boshoff, C. (1997). An experimental study of service recovery options. *International Journal of Service Industry Management*, 8(2), 110–130.
- Reichheld, Frederick, F. (2003). The one number you need to grow. *Harvard Business Review, December*, 46–54.
- **Module 8.**
- Chapter 5 - Nickson, D. (2007). *Human Resource Management for the Hospitality and Tourism Industries*. Burlington, MA: Butterworth-Heinemann.
- Jameson, S. M. (2000). Recruitment and training in small firms. *Journal of European Industrial Training*, 24(1), 43-49.
- Jolliffe, L., & Farnsworth, R. (2003). Seasonality in tourism employment: Human resource challenges. *International Journal of Contemporary Hospitality Management*, 15(6), 312-316. doi: 10.1108/09596110310488140
- Boon, B. (2006). When leisure and work are allies: The case of skiers and tourist resort hotels. *Career Development International*, 11(7), 594-608
- Byrd, D. (2013). Immigration reform: Passage uncertain but resorts would benefit. *NSAA Journal, Summer*, 11–12.
- Ismert, M., & Petrick, J. F. (2004). Indicators and standards of quality related to seasonal employment in the ski industry. *Journal of Travel Research*, 43(1), 46-56.

## 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 the various management considerations associated with ski area operations and human resources. 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
Activity 1: Guest/Employee Safety Online Quiz	60	15
Report: Guest Services techniques and strategies	160	40
<b>Total:</b>	<b>400</b>	<b>100 %</b>

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

## GRADE DESCRIPTION

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

## 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 6<sup>th</sup> 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.

### NRRT522 Marking rubric for weekly discussion exercises

Levels of Achievement			
Criteria	Exemplary	Proficient	Below Expectations
<b>Promptness and Initiative</b>	<b>6 Points</b> Posts original contribution, responds to at least two peers postings, within the required timeframe.	<b>3 Points</b> A discussion is posted but the student does not meet the requirement of commenting on two peer postings.	<b>0 Points</b> No discussion is posted at all.
<b>Mechanics of Writing</b>	<b>6 Points</b> Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/professional delivery	<b>3 Points</b> Few errors in spelling and grammar, yet overall format is clear and logical.	<b>0 Points</b> 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.
<b>Relevance of Post</b>	<b>6 Points</b> Post is highly related to assigned topics; cites at least one but preferably several credible references	<b>3 Points</b> Discussion post is short in length and offers no further insight into the topic; opinions and ideas are stated clearly but	<b>0 Points</b> Posts do not relate to the discussion; arguments made are not backed up by a reference;

	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.	occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.
<b>Creating Community</b>	<b>6 Points</b> 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.	<b>3 Points</b> Displays an effort to become involved with group; interacts with others and acknowledges posts of others.	<b>0 Points</b> Argumentative or abrasive. No peer interaction.
<b>Critical Thinking/Analysis</b>	<b>6 Points</b> Interprets topic in accurate and insightful 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.	<b>3 Points</b> Accurately interprets topic; uses main points of 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.	<b>0 Points</b> Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.

## ACTIVITY 1: ONLINE GUEST/EMPLOYEE SAFETY QUIZ

Design an online, multiple choice quiz for either guests, or employees, that educates them on mountain/workplace safety. This quiz should be designed as if it were to be included on a ski area’s website. It can either be specific to a particular area/job task (e.g. terrain park usage or rental technician), or more general in nature (e.g. on-mountain safety or workplace safety). The idea behind this activity is that guests/employees are required to take this quiz before being able to access the mountain/begin working and should therefore include relevant safety information.

This quiz should be designed as a tool that both tests guest/employee knowledge, but also educates them on key safety considerations. As such, it is recommended that you provide an introduction

to your quiz that explains to guests/employees why this safety information is important. Some additional points of consideration:

- What safety information is important for your guests/employees to know?
- How can you explain to your guests/employees why this information is important?

This quiz will have 10 questions and will be created through Survey Monkey. You will need to sign up for a free account, and create a username and password. Do not use an existing survey template, rather, create your own. Once you create a name for your survey, click on the builder tab on the left hand side of the page, and click on the 'multiple choice' option. This will give you the structure for your questions and answers.

Unfortunately, Survey Monkey does not allow you to post explanations to your answers. This means that you will need to submit both a web link to your quiz in addition to a Microsoft Word document that contains:

- An introduction to your quiz that explains why it is important for the guest/employee
- All of your questions and answers
- Explanations as to why a particular answer(s) is the correct one.

This online quiz and answer sheet is due on Friday November 6<sup>th</sup>, 5pm MST. It is worth 60 marks, or 15% of your total grade for this course.

**NRRT522 Marking rubric for Activity 1: Online Guest/Employee Safety Quiz**

<b>Levels of Achievement</b>			
<b>Criteria</b>	<b>Exemplary (10 points)</b>	<b>Proficient (5 points)</b>	<b>Below Expectations (0 points)</b>
<b>Ability to identify and synthesize relevant content</b>	The student has successfully synthesized relevant content so that all questions and answers are highly relevant to the topic area.	The student has somewhat synthesized relevant content so that the questions and answers provided mostly relate to the topic area.	Questions and answers provided do not relate to the topic area.
<b>Ability to be clear and concise</b>	Questions and answers are clear and concise	Content provided is somewhat clear and/or concise.	Content provided is not clear and/or concise.

<b>Ability to explain the importance of the content</b>	The importance and relevance of the safety quiz is clearly and coherently explained.	The importance and relevance of the safety quiz is somewhat explained.	There is no explanation on the importance and relevance of the safety quiz.
<b>Provision of explanations to answers</b>	Explanations to answers are detailed, clear, and educate the user.	Some explanation to answers is provided but lack detail and clarity.	No explanations to answers are provided.
<b>Presentation and organization of quiz</b>	Format is clear and logical. There are rare errors in formatting of questions and answers.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the quiz.	Format is illogical and difficult to follow. Questions and answers are not made clear to the reader.
<b>Mechanics of writing</b>	Quizzes 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. Use of language inappropriate for the recommended audience.

## REPORT: HOW TO IMPROVE THE SKI AREA GUEST EXPERIENCE

### Report. How to Improve the Ski Area Guest Experience

In Module 7, a range of techniques and strategies to improve the guest experience were discussed and identified through the presentations, video interviews, and readings. This individual assignment requires you to carefully consider all of these strategies and techniques and write a concise report outlining how you can improve the guest experience within a particular department at a ski resort. You are free to choose for which resort you would like to develop this report. Take into consideration what you already know about the resort you have chosen, and what they are already doing in regards to improving the guest experience in that particular department.

In your report, you should include the following:

- Title page
- Executive summary
- Brief introduction to the resort
- Introduction on the importance of the guest experience
- Proposed strategies and techniques to improve the guest experience (with explanation as to how these relate to different departments and across the ski area as a whole, if relevant)

- Conclusion
- Final recommendations

It is important that you explain and justify why you think these strategies (whether individual, or as a combination across the resort) are relevant and will work in the context of the department, and resort you have chosen. Your target audience is senior-level management and this report should be written with this in mind.

This report is worth 160 marks, which accounts for 40% of your total grade. It is due Friday December 11<sup>th</sup> at 5pm MST. This report should be no longer than 8 pages double-spaced. You are expected to draw upon relevant sources to help support your choice of strategies and techniques, and also to illustrate your ideas and recommendations. Use APA 6th referencing for all citations.

**NRRT522 Marking rubric for Report: How to improve the guest experience**

<b>Levels of Achievement</b>			
<b>Criteria</b>	<b>Exemplary (20 points)</b>	<b>Proficient (10 points)</b>	<b>Below Expectations (0 points)</b>
<b>Ability to identify and synthesize relevant content</b>	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.
<b>Ability to be clear, concise, and coherent</b>	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.
<b>Ability to compare and contrast content</b>	Guest service strategies and techniques are thoughtfully compared and contrasted.	Some comparison is made between guest service strategies and techniques.	There is limited comparison made between guest service strategies and techniques.
<b>Ability to incorporate personal opinions</b>	The student is able to carefully incorporate their thoughts and opinions when evaluating and comparing different	There is some incorporation of student's thoughts and opinions in the evaluation and comparison of different	There is no incorporation of the student's thoughts and opinions in the evaluation and comparison of different

	guest service strategies and techniques.	guest service strategies and techniques.	guest service strategies and techniques.
<b>Ability to evaluate relevance and credibility of content</b>	Student has used relevant and credible sources of information.	Student has mostly used relevant and credible sources of information.	Student has not evaluated the relevance and credibility of the information.
<b>Ability to find and generate information</b>	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.
<b>Presentation and organization of analysis</b>	Format is clear and logical. There are rare errors in format of font, content, and all sections are present.	Overall format is relatively clear and logical. Consistency is mostly maintained throughout the analysis.	Format is illogical and difficult to read. Arguments are not made clear to the reader.
<b>Mechanics of writing</b>	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. Use of language inappropriate for the recommended audience.

## 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

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?
  - Download [Adobe Reader](#).
- Canvas acting funny?
  - Download the correct version of [Java](#) for Canvas.
- YouTube videos not playing?
  - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
  - Download [Windows Media Components for QuickTime](#).
- Can't open content created with Microsoft Office Products? Download the following viewers:
  - [Word Viewer](#)
  - [PowerPoint Viewer](#)
  - [Excel Viewer](#)
  - [Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats](#)
- Still having issues:
  - 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](mailto: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.