APPLICATIONS IN THE OUTDOOR PRODUCT INDUSTRY

NRRT534 COURSE SYLLABUS

INSTRUCTOR INFORMATION
Instructor: Ethan Billingsley, M.S.
Phone: (970) 491-6240
Email: Ethan.billingsley@colostate.edu
(Responses to email will be provided within 36 hours during weekdays)

CANVAS
For all of your courses, you will be using a Learning Management System called Canvas. CSU has many resources for students who are new to Canvas.

Access to your courses on Canvas opens up the Friday before the start of the course.

To access your courses on Canvas, click here.

*CSU also has a Canvas Orientation Course that is helpful for students who have never used Canvas before and it is strongly encouraged that all new students complete this orientation prior to starting their first course. You do not need to enroll in the orientation course or have an active eID to complete the orientation course.

COURSE DESCRIPTION
This course examines the outdoor products industry and the various steps involved in developing an outdoor product and bringing it to market. Focus is placed on identifying and understanding the outdoor products consumer, product development processes, product aesthetics and functionality, the unique characteristics of branding, selling, and distributing outdoor products, current and future trends, and the diverse career opportunities that exist within the outdoor products industry.

This course consists of eight modules as follows:

MODULE 1: The Outdoor Products Industry

MODULE 2: Identifying the Outdoor Products Consumer

MODULE 3: The Outdoor Product Development Process

MODULE 4: Outdoor Products Aesthetics and Functionality

MODULE 5: Selling the Outdoors Lifestyle: The Importance of Branding
NRRT534

MODULE 6: Outdoor Products Sales and Distribution

MODULE 7: Outdoor Product Industry Trends

MODULE 8: Careers in the Outdoor Products Industry

**COURSE PREREQUISITES AND COREQUISITES**

NRRT530, Insight into the Adventure Tourism Industry, is a co-requisite for this course (NRRT534). This means that NRRT530 must be taken either before this course, OR the student can take NRRT530 at the same time as this course.

**COURSE OBJECTIVES**

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

1. Critically examine the significance of the outdoor products industry
2. Analyze the different types of outdoor product consumers and identify their needs and wants
3. Conceptualize the development of a new outdoor product
4. Apply product design and functionality best practices to the outdoor product development process
5. Utilize social media and other relevant tools to help develop and market an outdoor product brand
6. Compare and contrast the role of different marketing intermediaries and outlets for selling and distributing outdoor products
7. Analyze current and future consumer trends within the outdoor products industry
8. Examine the different career opportunities available within the outdoor products industry

**PRESCRIBED TEXTS**


**COURSE PRESENTATION AND PROCEDURES**

This course will be presented online, utilizing the Canvas learning environment. 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, interactive materials, activities, and other graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. 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 engaging with web content 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 the outdoor products industry within a tourism and natural resource context. 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 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.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductory Assignment</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Weekly Discussion Exercise</td>
<td>75</td>
<td>21%</td>
</tr>
<tr>
<td>Weekly Discussion Exercise Comments</td>
<td>75</td>
<td>21%</td>
</tr>
<tr>
<td>Course Application Assignment 1</td>
<td>100</td>
<td>28%</td>
</tr>
<tr>
<td>Course Application Assignment 2</td>
<td>100</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>360</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

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

GRADE DESCRIPTION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>95-100% = A+</td>
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<tr>
<td>90-94% = A</td>
<td></td>
</tr>
<tr>
<td>85-89% = B+</td>
<td></td>
</tr>
<tr>
<td>80-84% = B</td>
<td></td>
</tr>
<tr>
<td>75-79% = C+</td>
<td></td>
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<tr>
<td>70-74% = C</td>
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</table>
ASSIGNMENT DETAILS
Course Activities and Learner Interaction

1. Student Introduction Assignment
2. Weekly Discussion Exercise (DE)
3. Course Application Assignments
4. Course Readings

1. **Student Introduction Assignment**
   a. Given that this is an online class, it is difficult for us to meet in person. However, that does not mean we cannot learn about one another and get to know one another. Before you get started on your assignments, introduce yourself to your fellow students by providing a brief summary of who you are, where you are from, your experience within the tourism industry, personal interests, and reasons for taking this course. Feel free to also tell us something interesting about yourself that is not necessarily related to this course or the program. This assignment is worth 10 points.
   b. Additionally, it would be great if you could post a photo of yourself on this discussion forum. This just helps to personalize our interactions a little bit more as it puts faces to names and allows us to feel as if we are communicating with individuals and not just words on a screen!
   c. If you have already done this in a previous course, you can simply cut and paste this information so that other students who have not yet met you, can learn about who you are and what you do! You can also take this opportunity to provide any updates since your previous introduction.
   d. **The Student Introduction Assignment is due Friday at midnight (MST), at the conclusion of week 1.**

2. **Weekly Discussion Exercise (DE)** - Your discussion post and two comments are worth 30 points per module for a total of 150 points for the course.
   a. Discussion Exercises are assigned in most learning modules. Each assignment will be worth 15 points for a maximum of 75 points.
   b. After you have worked through the materials provided in each learning module, complete a reflective post that examines the discussion question in that module. Remember to bring in elements from the materials presented to illustrate your discussion. Use APA 6th edition when citing journal articles or the textbook. If
you are unfamiliar with how to reference, please refer back to the 'Referencing' page under the Orientation (Start here!) module. Discussion posts should be no longer than one page, double-spaced (approximately 325 words). Please complete this initial post by **Thursday, midnight (MST)**. This timing is important to allow others to respond to your post. This discussion should be posted to the Canvas discussion forum.

c. Please also comment on at least two of your fellow classmates posts. These comments are due on **Sunday by midnight (MST)**. Each comment will be worth 7.5 points for a maximum of 15 points. In total, your weekly comments will be worth 15 points for a maximum of 75 points. Discussion posts should be no longer than one paragraph, double-spaced (approximately 110 words). Please also remember to be professional in your discussion posts and comments. While you are encouraged to critically analyze and engage with the opinions of others, it is expected that you will do these in a respectful manner. These discussion forums are safe forums where thoughts and ideas can be put forward and explored. These comments should be posted directly to Canvas. A portion of the grade 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. One point per day will be subtracted for late submissions.

d. Please post your weekly discussion exercise and comments directly into the discussion forum.

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

3. **Course Application Assignments (AA)**

   a. Students will also complete two application assignments (AAs) each worth 100 points for a total of 200 points. The focus of the AAs will be to apply outdoor products concepts to a variety of nature-based adventure tourism businesses and organizations.

   b. The Application Assignments are individual assignments.

   c. AAs should be typed, doubled-spaced, using WORD, and uploaded via assignment link in Canvas by midnight (MST) on the due date.

   d. As part of the AA assignment, make sure you reference and cite reading and lecture materials, where appropriate. Use APA 6th edition when citing journal articles and other sources utilized. If you are unfamiliar with how to reference, please refer back to the 'Referencing' page under the Orientation (Start here!) module.

   e. **AA #1 is due Friday, at the conclusion of week 4, at midnight (MST).** AA #2 is due **Friday, at the conclusion of week 7, at midnight (MST).** Five points per day will be subtracted for late submissions.

   f. To understand how grading is undertaken for each AA, please refer to the AA rubric.
## WEEKLY DISCUSSION EXERCISES

**NRRT524 Grading Rubric for Weekly Discussion Exercises**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Posts original contribution, responds to at least two peers postings, within the required timeframe.</td>
<td>A discussion is posted but the student does not meet the requirement of commenting on two peer postings.</td>
<td>No discussion is posted at all.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics of Writing</strong></td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/professional delivery.</td>
<td>Few errors in spelling and grammar, yet overall format is clear and logical.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Creating Community</strong></td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>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.</td>
<td>Displays an effort to become involved with group; interacts with others and acknowledges posts of others.</td>
<td>Argumentative or abrasive. No peer interaction.</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking/Analysis</td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
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<tr>
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<tr>
<td>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.</td>
<td>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.</td>
<td>Makes errors in interpreting topics; opinion-based comments only, with no support from the literature; superficial commentary.</td>
<td></td>
</tr>
</tbody>
</table>

APPLICATION ASSIGNMENTS – OUTDOOR PRODUCT DEVELOPMENT

This assignment involves the development of a plan for a new outdoor product. This plan is an individual assignment. The aim of this assignment is to provide students with an opportunity for real-world application of the knowledge that they have learnt within this course. This plan will be divided into two parts, with each part assessed separately, to give students the opportunity to improve and develop their plan while receiving formal feedback throughout the process. The same concept for an outdoor product must be used for each of the two parts.

APPLICATION ASSIGNMENT #1 (DUE FRIDAY, THE END OF WEEK FOUR, AT MIDNIGHT MST)

Application Assignment #1 involves the first half of the development of a plan for a new outdoor product. This plan is an individual assignment.

Part 1. (due Week 4, Friday midnight MST)

Part 1 of your outdoor product development plan needs include the following key areas:

- Cover Page
- Table of Contents
- Planning
  - Opportunity Identification
  - Product Concept
- Market Assessment and Target Demographics
  - Market Research
    - Utilizing the Outdoor Industry Associations Market Segmentation Report, discuss the target market for your new product and why
    - Make sure you justify why the target markets you have chosen are the most relevant and profitable compared to other possible market segments identified
Competitor analysis
  - Identify, analyze and discuss your direct and indirect competition

- Product Design – critical defining information about your product. Not limited to but may include:
  - Functional Requirements
  - Usability Requirements
  - Technical Requirements
  - Environmental Requirements
  - Interaction Requirements
  - Ergonomic Requirements
  - Aesthetic Requirements
  - Product images

- Product Assumptions
- Product Constraints
- Product Dependencies
- Conclusion and recommendations
  - Concisely summarize what has been covered in this plan, and recommendations provided for the introduction of your new outdoor product.

- Reference List
- Appendix

Writing should be of a professional, business nature, with the desired audience being potential investors. As such, no first person writing should be used. Remember to use APA 6th style for all references. You need to reference if you are referring to information that was taken from another source. This plan should be no longer than 6 pages double-spaced (excluding title page, table of contents, references, appendix). This assignment is worth 100 points and is due Week 4, Friday midnight, MST. Five points per day will be subtracted for late submissions.

**APPLICATION ASSIGNMENT #2 (DUE FRIDAY, THE END OF WEEK SEVEN, AT MIDNIGHT MST)**

Application Assignment #2 is the second half of the development plan for the new outdoor product you introduced in AA#1. This plan is an individual assignment.

Since we are covering so much ground in this eight weeks, we unfortunately cannot go as deep into the product development and distribution process as I might like. So for AA#2 we will focus on Branding and Marketing. With that said, if anyone would like to explore Product Testing, Production Planning, Pricing, Sales and Distribution Planning, you are certainly welcome to do so. Part 2 must include the following:

- Marketing Strategy
  - Identify what market positioning strategy(ies) you intend to introduce
• Marketing Goals and Objectives
  o Need to be marketing specific
  o Need to measurable, objective, and time-specific
• Branding strategies
  o Describe the brand and brand elements of your new outdoor product
• Promotion
  o What platforms and channels do you plan to use and why? What type of content will you be generating for each platform and why? Provide examples of some of the social media communication/campaigns that you propose. How will all of your promotional efforts be integrated with the overall marketing communications?
• Conclusion and recommendations
  o Concisely summarize what has been covered in this plan, and recommendations provided for the introduction of your new outdoor product.
• Reference List
• Appendix

This plan must read as one whole plan – not two parts joined together. As such, remember to update your Table of Contents and be consistent in formatting throughout the plan. You only need one reference list and appendix for the entire plan. Your Executive Summary goes after the Title Page and goes before the Table of Contents. It should summarize all of the main points of the plan, including recommendations. The idea of the executive summary is that a senior leader/executive should be able to read the executive summary and know all of the main findings of the report, without having to read the rest of the report. It should be no longer than two pages double-spaced. The total report should be no longer than 14 pages double-spaced (excluding title page, table of contents, references, appendix).

Writing should be of a professional, business nature, with the desired audience being potential investors. As such, writing should be in the third person. Remember to use APA 6th style for all references. You need to reference if you are referring to information that was taken from another source. This assignment is worth 100 points and is due Week 7, Friday midnight, MST. Five points per day will be subtracted for late submissions.

APPLICATION ASSIGNMENTS

NRRT534 Grading Rubric for Application Assignments

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Below Expectations (0 points)</th>
<th>Proficient (5 points)</th>
<th>Exemplary (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and include relevant content</td>
<td>Content provided does not relate to the relevant topic areas.</td>
<td>Content provided mostly relates to the relevant topic area, but</td>
<td>All provided content is highly related to the relevant topic area and</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
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<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td><strong>Ability to be clear, concise, and coherent</strong></td>
<td>Content provided is not clear and/or concise. There is a lack of coherence between the topics.</td>
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</tr>
<tr>
<td>Content provided is somewhat clear and/or concise. There is some coherence between the topics.</td>
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<td></td>
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</tr>
<tr>
<td>Content provided is clear and concise and links are used to draw links between relevant topics.</td>
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<td></td>
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<tr>
<td><strong>Demonstrated understanding of logistics required to implement chosen activity(ies)</strong></td>
<td>Limited ability by student to explain logistics required to implement chosen activity(ies).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student is mostly able to explain the logistics required to implement chosen activity(ies).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student is able to clearly explain the logistics required to implement chosen activity(ies).</td>
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<tr>
<td><strong>Justification of decisions</strong></td>
<td>The rationale behind decisions made is not clear and/or insufficient.</td>
<td></td>
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<tr>
<td>The rationale behind decisions is sometimes made clear.</td>
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<td></td>
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</tr>
<tr>
<td>The rationale behind decisions is consistently clear.</td>
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<tr>
<td><strong>Inclusion of content</strong></td>
<td>There are missing sections in the proposal.</td>
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</tr>
<tr>
<td>The required sections of the proposal are included. Quality of content is questionable.</td>
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<tr>
<td>All sections of the proposal are included and of high quality.</td>
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<tr>
<td><strong>Organization of proposal</strong></td>
<td>Lack of titles and subtitles. Format is illogical and difficult to read.</td>
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</tr>
<tr>
<td>Some titles and subtitles are used. Overall format is relatively clear and logical. Consistency is mostly maintained throughout the proposal.</td>
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<tr>
<td>Titles and subtitles are clear and concise and used where appropriate. Content is ordered in a logical manner.</td>
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<tr>
<td><strong>Presentation of content</strong></td>
<td>Content provided is difficult to interpret and understand. No use of visual aids to assist in presenting information.</td>
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<td></td>
</tr>
<tr>
<td>The content provided is somewhat difficult to interpret and understand. Some use of visual aids, but not always appropriate.</td>
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<tr>
<td>The content provided is well presented and easy to understand. The use of visual aids is appropriate and assists in clearly presenting relevant information.</td>
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<tr>
<td><strong>Creativity and innovation</strong></td>
<td>Design and content lacked creativity and innovation.</td>
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<tr>
<td>Some creativity and innovation was demonstrated in the design and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity and innovation was demonstrated in the design and content.</td>
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</table>
### Mechanical Writing

| Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience. | Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience. | Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience. |

### Referencing

| Sources were frequently incorrectly 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 | All sources were correctly cited, both within the text and in the reference list |

### 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.

STUDENT CASE MANAGEMENT (AND UNIVERSITY-SANCTIONED ABSENCES)
If you are unable to engage in the weekly content of this course and submit assessments on the required due date, due to a personal crisis during the semester, you must contact CSU Student Case Management and Referral Coordination http://www.studentcasemanagement.colostate.edu/. This office provides crisis prevention and intervention services. In difficult situations, such as medical, mental health, behavioral, personal or family crisis, illness, or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. Once the instructor of this course receives confirmation of the personal crisis that you have experienced from Student Case Management, they will determine how to best handle the content and/or assessments that you have missed.

Mandatory Reporting
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees”. This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have
experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, via electronic communications, or in class assignments. As “Responsible Employees”, faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible, while also ensuring student and campus safety.

- Any students who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - Emergency Response 911
  - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - Colorado State University Police Department (non-emergency) (970) 491-6425

**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?
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

**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](#).

**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.