FOREST AND RANGELAND STEWARDSHIP
COLORADO STATE UNIVERSITY

NR425: Natural Resource Policy and Sustainability
COURSE SYLLABUS

Department of Forest and Rangeland Stewardship
Warner College of Natural Resources

	Instructor	Teaching Assistant
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Term:	Spring 2023
Class Meeting Days:	Tuesdays & Thursdays
Class Meeting Hours:	12:30-1:45 pm
Class Location:	Forestry 127
Course Credits:	3

Welcome!

This is an advanced policy course for forestry and other majors interested in natural resource policy and governance. We look forward to a great semester of learning together as we explore the challenging context of natural resource management. Forests are one of the most interesting ecosystem types to study because humans desire so many things from forestlands: watershed protection, recreation and solitude, and commodity production. Forests are also critical for biodiversity protection and carbon sequestration. In the Western US, the challenge of restoring resilient fire-adapted ecosystems is proving to be one of the greatest environmental dilemmas of our time. This all makes for a rich and exciting area of study in and of itself and for considering environmental governance more generally. More practically, we've designed this course to set you up to compete for jobs after graduation. We focus on giving you a wide range of knowledge on key topics in forest management that will prepare you for the workplace, such as a background in NEPA, time management, written communication, and working in team settings. We look forward to working with you all this spring!

Course Overview

While most people generally agree that sustainability is a good thing, there are vexing practical questions about what sustainability is, how to make sustainability happen, and who should make sustainability happen. The primary way people collectively decide on the "what," "how," and "who" of any societal objective is through public policies. There are a variety of policy tools available to achieve a desired outcome and each has its own

embedded assumptions, incentives, and tradeoffs in affecting behaviors to achieve change. Policy, in turn, falls under the broader rubric of governance, which refers to the suite of policies, norms, actors, and networks that are involved in guiding how we use, protect, and manage a resource. In this course, we will explore concepts of sustainability and conservation, specifically in the context of managing for sustainable forest ecosystems. We will focus on policy and other governance options for achieving those ends, beginning with traditional approaches and then exploring an array of new methods and arrangements in use today. The course will integrate theoretical frameworks and lenses for understanding the challenges of policy making and affecting change with examples of approaches to conservation and sustainability from the United States and around the world.

Course Goals and Objectives

At the end of this course students should:

- Understand concepts and definitions of forest sustainability and be able to provide a critical reflection on the notion of sustainability.
- Have a clear understanding of current national forest policies, including laws and administrative regulations such as the National Environmental Policy Act, the National Forest Management Act, fire policy, and collaborative restoration policy.
- Be able to characterize a current, important policy challenge, evaluate the suite of policy tools in place to address the policy challenge, and recommend changes to this suite of tools or their implementation.
- Understand in general how federal, state, and local laws and actors intersect to affect forest governance.
- Gain an advanced understanding of how politics, technical expertise, budgets, organizational history, and legal decisions intersect to affect policy and NR governance.

Course Prerequisites

Students should have strong written and oral communication skills at this point in their academic careers. They should be able to distill key points from readings and lectures. Students who struggle with their writing may work with the instructor and TA for general advice, but they should also utilize the Writing Center as a resource (see https://writingcenter.colostate.edu/). NR 320 is a prerequisite, as students are expected to have a general understanding of U.S. natural resource policy and law. Students with a background in forestry will benefit from more familiarity with forest management practices discussed.

Covid Information

The university's COVID information is at https://covid.colostate.edu/.

CSU's Land Acknowledgment Statement

Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.

CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.

https://landacknowledgment.colostate.edu

This is an Inclusive Classroom

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.
Source: https://education.uiowa.edu/office-dean/policies/syllabus-checklist

We are all learners and teachers in this space. Let's commit to respectful dialogue and feedback.

CSU's Principles of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies, and procedures that promote justice in all respects.

https://diversity.colostate.edu/resources/principles-of-community/

Required Texts and Materials

There is no text for this class. Students will need access to Canvas, and although most readings will be posted, students should be able to access all readings through the CSU library website, if necessary.

Library & Research Help

Rachelle Ramer is the librarian supporting this course. Contact her for research assistance at rachelle.ramer@colostate.edu or schedule an appointment at https://colostate.libcal.com/appointments/rachelle_ramer.

The CSU Libraries Help Desk provides both research (ph. 970-491-1841) and technical (ph. 970-491-7276) support. You can also email a librarian a research question (https://libanswers.colostate.edu/form?queue_id=332) or chat with the Libraries (https://lib.colostate.edu/services/ask-us/) for quick help. Explore an online research guide at https://libguides.colostate.edu/agnatresourcesguides.

Important Dates to Remember

Last Day to Add/Drop Classes Without an Instructor Override: Sun, January 22, 2023
Registration Closes: Wed, February 1, 2023
Withdrawal and Repeat/Repair Deadline: Fri, April 14, 2023

Fall 2023 Registration begins: Mon, April 3, 2022 (check RamWeb for specific access date and time)
Spring Recess: Sat, March 11 – Sun, March 19, 2023
Last Day to Process a University Withdrawal: Fri, May 5, 2023
Final Examinations: Mon-Fri, May 8-12, 2023

Useful websites with important dates to remember
https://registrar.colostate.edu/registration-dates/ (on campus)
https://www.online.colostate.edu/faqs/important-dates.dot (CSU Online)

Class Expectations
We will create norms for communication and class participation together on the first day of class. Also, we take academic integrity very seriously. Please be honest in your work. If you violate any standards, we will abide by university requirements for responding, which involve both reporting violations and penalties, including lost points, failed assignments or even failure of the course. If you have any questions at all, just ask.

Proficiency will be evaluated in the following ways:

- Students must demonstrate effective skills at summarizing and critically analyzing concepts through in-class discussion and short essays. Strong writing skills are of utmost importance in this class.
- Students will provide a critical analysis of the NFMA regulations with regard to concepts of sustainability.
- Students will demonstrate understanding of NEPA and provide a critical analysis of a NEPA project in a written paper.
- Students will learn about collaborative governance and fire policy, demonstrate content knowledge through quizzes, explore ideas through discussions, and summarize knowledge and critical thinking in short essays.
- Students will learn aspects of policy design, including details on the relationships between policy and governance, flexibility and accountability, and policy tool mixes throughout the semester. Understanding will be demonstrated in written essays and discussions and then applied to a policy problem that is analyzed in a research paper.

WEEKLY COURSE SCHEDULE

Week	In-Class Topic	Assignments and Due Dates	Group Project
MODULE 1: FOREST SUSTAINABILITY (subtopics: rulemaking and NFMA)			
Week 1: Begins Tuesday, Jan. 17	**Tuesday**: Introduction to course and the concept of sustainability; set communication norms; sign up for news sources **Thursday**: Discuss Floyd et al. 2001 and how this paper and concept is outdated or needs to be updated. Practical content: Understanding how to define forest sustainability Conceptual content: Boundary concepts like sustainability.	Sustainable development has been defined in many ways, but the most frequently quoted definition is from Our Common Future, also known as the Brundtland Report: "*Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*" **Reading:** Floyd et al. 2001. Forest sustainability: a discussion guide for professional resource managers. *Journal of Forestry*. **Quiz 1** due at class start time on Thursday, January 19. **Discussion 1:** 1st post due by midnight on Friday, reply due by the start of class on Tuesday. *PLEASE NOTE: Quizzes will be due Thursdays at class time and will cover the readings for the week. Discussion posts will be due on Fridays with replies by the start of class on the following Tuesday. Essays and papers have variable dates for several reasons. Please pay close attention. New content will go live on Monday mornings. A lot of thought has gone into this schedule and it was created based on student feedback to give you consistent structure and maximum flexibility. Please manage your time based on your own schedule.*	Step 1 is to sign up for news sources; we will do this in class together
Week 2: Begins Monday, Jan. 23	**Tuesday**: Review of rulemaking. **Thursday**: NFMA rule Practical content: Sustainability in US national forest policy (NFMA) Conceptual content: Discretion and rulemaking	**Reading:** National Forest Management Act (NFMA) regulations. See guide on how/what to review. For Thursday: be ready in class to summarize for your peers the key aspects of the regulations you read (see Canvas instructions) and answer these questions: What is the Forest Service's current approach to sustainability? Is any one of the three legs of sustainability prioritized over others? **Quiz 2** due at the start of class on Thursday Jan. 26.	Look for topic ideas

		Short paper 1 (40 points) on this module is due on **January 31st** at the start of class.	
MODULE 2: THE NATIONAL ENVIRONMENTAL POLICY ACT			
Week 3: Begins Monday, Jan. 30	**Tuesday**: NEPA refresh **Thursday**: Review the law and CEQ regulations. Practical content: NEPA Conceptual content: Discretion and rulemaking	**Reading:** NEPA text and assigned sections of the CEQ regulations. **Quiz 3** due Thursday on reading (For NEPA, pay attention to what is covered in Title 1 versus Title 2. Pay close attention to whether coordination with the general public, states, or tribes is required. Be sure you know what is in the Purpose, versus Section 101, versus Section 102. Note that the "detailed statement" is the EIS requirement. Look for this and know what section it's in and what is supposed to be in the detailed statement, broadly speaking.) **Discussion 2:** post due Friday by midnight with response due Tuesday.	**Look for topic ideas and partners for group project**
Week 4: Begins Monday, Feb. 6	**Tuesday**: finalize regulation review; discuss NEPA paper assignment **Thursday**: Discuss reading	**Reading:** Fleischman et al. 2020. USFS implementation of the NEPA. *Journal of Forestry.* **Quiz 4** Due Thursday on reading. **Discussion 3:** Post will be a single-person assignment and due Tuesday (Feb 14 by the start of class - nothing due this Friday); you must write your paper intro and one section.	
Week 5: Begins Monday Feb. 13	**Tuesday**: In-class writing time. Attendance not required. **Thursday**: *Guest lecture on the NEPA experience* – Dave Loomis	**Reading:** EA for your paper **Short Paper 2 (worth 60 points)** on this module is due by 11:59 pm on Monday Feb 20th.	

MODULE 3: POLICY DESIGN (subtopics: climate change and forest management)			
Week 6: Begins, Monday Feb. 20	**Tuesday**: 1st/2nd gen policy tools and assumptions; discuss group paper project **Thursday**: *Guest lecture* - Courtney Peterson on climate adaptation practices and planning frameworks. Practical content: Forest management for climate change Conceptual content: Policy design (tools, targets, mixes, and assumptions)	**Reading:** vonHedemann et al. 2020. Forest policy and management approaches for carbon dioxide removal. **Quiz 5** due Thursday on reading Begin thinking about topics and group member for final group paper project	
Week 7: Begins Monday Feb 27	**Tuesday**: Review of vonHedemann and Ontl papers and group paper review. **Thursday**: *Guest lecture* - On policy design (tools, targets, and mixes) (Zach Wurtzbach) Practical content: Climate change adaptation and mitigation approaches Conceptual content: Policy design	**Reading:** Ontl, T., M. K. Janowiak, C. W. Swanston, J. Daley, S. Handler, M. Cornett, S. Hagenbuch, C. Handrick, L. McCarthy, and N. Patch. 2020. Forest Management for Carbon Sequestration and Climate Adaptation. *Journal of Forestry* **Discussion 4:** due Friday on reading with response due following Tuesday	**Abstract Due Friday (March 3rd) at midnight**
Week 8: Begins Monday, Mar. 6	**Tuesday**: Topic introduction and white paper discussion (read in class) **Thursday**: *Guest lecture* - Jon Martin Practical content: Partnering with tribes Conceptual content: Policy design	**Readings:** Martin, J. 2021. Implications for Tribal Forest Management Under New Federal Legislative Directions. ERI White Paper—Issues in Forest Restoration. (read in class on Tuesday) Voggesser et al. 2013. Cultural impacts to tribes from climate change influences on forests. *Climatic Change.* (Read for Thursday) **Quiz 6** due Thursday on readings **Short Paper 3** due March 21 by 12:30 (worth 40 points) (PLAN AROUND SPRING BREAK!!)	

MODULE 4: COLLABORATIVE GOVERNANCE			
Week 9: Begins Monday, Mar. 20	**Tuesday**: *Guest Lecture* - on advances in collaborative governance (Ch'aska Huayhuaca) **Thursday**: Intro discussion on collaborative governance; check in about papers Practical and Conceptual content: Collaborative governance	**Reading:** Klyza and Sousa, 2007. New directions in environmental policy making: an emerging collaborative regime or reinventing interest group liberalism? Natural Resources Journal. Read parts I-II, and V. **Discussion 5** post due Friday, responses due Tuesday.	
Week 10: Begins Monday, Mar. 27	**Tuesday**: Science-policy **Thursday**: Review of Brunner et al., and Kemmis readings. Conceptual content: Collaborative governance and scientific uncertainty	**Readings:** Brunner, R. D. and T. A. Steelman. 2005. Chapter 1, "Beyond Scientific Management" *in* Brunner et al. *Adaptive Governance: Integrating Science, Policy, and Decision Making.* Read pages 9-14, 19-25, 32-36 (start and end at section headings). Kemmis. Science's role in natural resource decisions. 2002. If you can listen to podcast: Timber Wars episode 7 https://www.opb.org/article/2020/10/03/environmentalist-loggers-common-ground/ **Discussion 6** post due Friday, responses due Tuesday	
Week 11: Begins Monday, Apr. 3	**Tuesday**: CFLRP **Thursday**: *Guest lecture* - Tony Cheng Practical content: CFLRP Conceptual content: Collaboration policy tools	**Reading:** Schultz et al. 2012. CFLRP. *Journal of Forestry.* **Quiz 7** due Thursday on reading **Short Paper 4** due Tuesday April 11 (40 points)	

MODULE 5: FIRE POLICY AND POLICY BARRIERS			
Week 12: Begins Monday, Apr. 10	**Tuesday**: Group project time **Thursday**: *Guest lecture* - Susan Jane Brown)	If you can, listen to podcast: *Timber Wars,* episode 7 https://www.opb.org/article/2020/10/03/environmentalist-loggers-common-ground/	**Annotated Bibliography/Outline due Thursday April 13 at midnight**
Week 13: Begins Monday, Apr. 17	**Tuesday**: *Guest lecture* - Matt Thompson **Thursday**: Reading discussion Practical content: Prescribed fire policy barriers Conceptual content: Policy barriers	**Reading:** Schultz et al. 2018. Policy barriers and opportunities for prescribed fire application in the Western US. *Intl Journal of Wildland Fire.* Note: it's optional, but you can use as a resource our article from *Fire Ecology:* "Forest Service Fire Management and the Elusiveness of Change" if you want review on any policies **Discussion 7** due Friday with responses due Tuesday	
Week 14: Begins Monday, Apr. 24	**Tuesday**: Group work time or guest lecture **Thursday**: Reading discussion Practical content: Fire policy and the importance of partnerships Conceptual content: Looking at governance beyond policy	**Reading:** Schultz and Moseley 2019. Collaborations and capacities to transform fire management. *Science.* **Quiz 8** due Thursday before class	**Draft paper due Friday Apr. 28th**
Week 15: Begins Monday, May 1st	Practical content: Transforming fire policy Conceptual content: Synthesizing concepts to make policy recommendations	**Reading:** Lake 2021. Indigenous Fire Stewardship. *Fire Management Today.* **Short paper 5** due Friday May 5th (worth 40 points); note this will be a QUIZ in lieu of a short paper	
Finals Week: Begins Monday, May 8th			**Final paper is due Wednesday May 10th at midnight**

Basis for Final Grade

Here's the basis for your final grade:

Assessment	Points
Quizzes/discussions (10 pts each)	150 points
Participation/Attendance	100 points
NEPA paper	60 points
Other short papers/exams (40 pts each)	160 points
Abstract	10 points
Annotated bibliography	20 points
Draft paper	20 points
Final paper	60 points
	580 points

You are graded on attendance and participation, which is worth 100 points. Here's how we'll grade participation:

A: you have no more than two unexcused absences and participate regularly in large-group discussion (about 50% of class sessions). You always participate in small-group work.

B: you have no more than three unexcused absences and participate sometimes in large-group discussion (about 30% of class sessions). You always participate in small-group work.

C: you have no more than three unexcused absences but do not participate in large-group discussion. You always participate in small-group work.

D: you have no more than four unexcused absences.

F: you have no more than five unexcused absences

ZERO POINTS: you have more than five unexcused absences.

Student will be allowed a rewrite of the first short paper in the class to improve their grade. Improved scores from the second version of the paper will replace the initial grade for the assignment.

Class grading scale:

A+	100 %	to 96.67%
A	< 96.67 %	to 93.33%
A-	< 93.33 %	to 90.0%
B+	< 90.0 %	to 86.67%
B	< 86.67 %	to 83.33%
B-	< 83.33 %	to 80.0%
C+	< 80.0 %	to 76.67%
C	< 76.67 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%

Canvas Information and Technical Support

Canvas is an online learning management system where course content, grades, and communication including due dates will reside for this course.

- Login: canvas.colostate.edu
- Support: https://canvas.colostate.edu/support/
- For passwords or any other computer-related technical support, contact the Central IT Technical Support Help Desk: https://www.acns.colostate.edu/technical-support-services/
- Voice: (970) 491-7276 | Email: help@colostate.edu

The Support pages identify the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

Course Policies

Late Work Policy

There are no make-ups for in-class attendance or any quizzes without instructor approval in advance and in writing. Writing assignments turned in late will be assessed a penalty of 10% *per day late*. Assignments will not be accepted if overdue by more than seven days or past May 10th, unless you have entered into an agreement with the instructor that is documented via email.

Extra Credit Policy

There are **three** extra credit options for this class up to a maximum of 25 points:

1. You may read an extra reading from a peer-reviewed journal and write a 300-400 word summary for up to 10 points. For example, there are many great articles on governance or fire policy we could point you to.
2. You can present a current event (with our prior approval) in class for 5 points (4 to 5-minute presentation, ideally with a couple of illustrations).
3. You may attend a talk or event or watch a documentary (all with our prior approval) and then write a 300-400 word summary of the event that includes discussion of how topics discussed relate to policy, governance, or other class concepts. You also will need to briefly tell the class about it. This is worth up to 10 points.

Grades of "Incomplete"

Per university policy, an instructor may assign temporary grade of Incomplete to a student who demonstrates that he or she could not complete the requirements of the course due to circumstances beyond the student's control and not reasonably foreseeable. A student must be passing a course at the time that an Incomplete is requested unless the instructor determines that there are extenuating circumstances to assign an Incomplete to a student who is not passing the course. When an instructor assigns an Incomplete, he or she shall specify in writing using the Department Incomplete Grade Form the requirements the student shall fulfill to complete the course as well as the reasons for granting an Incomplete when the student is not passing the course. The instructor shall retain a copy of this statement in his or her grade records and provide copies to the student and the department head or his or her designee. (Section I.6 of the *Academic Faculty and Administrative Professional Manual*). For more information: https://registrar.colostate.edu/incomplete-grades/

Disability Access

Colorado State University is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must first contact the Student Disability Center before requesting accommodations from the professor. The Student Disability Center (SDC; https://disabilitycenter.colostate.edu/) is in room 121 of The Institute for Learning and Teaching (TILT) building. Their phone is (970) 491-6385 (V/TDD). Students who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations.

Attendance Policy

If you have more than five unexcused absences or zeroes for class participation, you will receive 0% for class participation. Be aware that attendance checks on some days will be based not just on your presence but on bringing in required work or responding to a pop quiz.

Any student who misses class for any reason will be held responsible for all materials covered and all announcements made during their absence. If you are going to miss an in-class assignment, quiz, or exam, you must discuss this with us and have our approval beforehand. If you have a university-approved circumstance that requires flexibility in due dates, testing environments, etc., please let us know toward the beginning of the semester. Participation in official university activities, e.g., an out-of-town athletic event, or special religious observances may provide a legitimate reason for an excused absence. The student is responsible for discussing this with the instructor at the beginning of the semester.

Students who will miss class due to participation in university-sanctioned extracurricular/co-curricular activities must inform their instructors prior to the anticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established University procedures.

For the purposes of this regulation, university-sanctioned activities include competitions, events and professional meetings in which students are officially representing the institution. Appropriate sanctioned activities include:

a. Intercollegiate athletics;
b. Collegiate club sports and competitions;
c. Conferences and workshops recognized by the University not related to academics;
d. Commitments on behalf of the University (ASCSU, band, etc.); and
e. Professional activities recognized by the University related to academics.
f. Department heads or their designated representatives must approve sanctioned professional and departmental activities. Other sanctioned activities must be approved by the appropriate program director on record with the Division of Student Affairs offices or the Department of Athletics.

Religious Accommodation

Participation in official University activities, e.g., an out-of-town athletic event, or special religious observances may provide a legitimate reason for an excused absence. The student is responsible for discussing this with the instructor at the beginning of the semester.

Final Exam Policy

Final examination week is part of the regular semester. Student attendance shall be consistent with university policy. If a student has three or more final examinations (not classes) scheduled for the same day or if conflicts of examination times occur, the student may negotiate a time change with the instructors involved. If the parties involved cannot find a mutually agreeable time, the Registrar's Office indicates which courses must be changed. **Note:** The Registrar's Office must be notified at least one week prior to Final Examination Week to allow instructors time to make appropriate accommodations. It is the student's responsibility to initiate negotiations. http://www.registrar.colostate.edu/final-exams

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned and may suffer a reduction in their final class grade. When emailing the instructor or TA, please include your full name and the course number in your email. You can address me as Dr. Carney or by my first name and TA Buettner as Cole. In all correspondences to either myself or Cole, please use the email system within Canvas, and make sure we are both included in the email message.

Academic Integrity

The Department of Forest and Rangeland Stewardship takes academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. You can find an overview and CSU's definition of plagiarism here: https://writing.colostate.edu/guides/guide.cfm?guideid=17.

If you plagiarize you could lose credit for the plagiarized work, fail the assignment, or fail the course. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (under "Academic Integrity/Misconduct": http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/).

This course will adhere to the CSU Academic Integrity Policies and Guiding Principles (https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity) as found in the General Catalog and the Student Conduct Code (https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#student-conduct-code).

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.

Further information about Academic Integrity is available at CSU's Practicing Academic Integrity: https://tilt.colostate.edu/Integrity/StudentResources

Title IX Information

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: https://health.colostate.edu/. And the Sexual Assault Victim Assistance Team is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. Some helpful websites:
https://safety.colostate.edu/sexual-assault-information/
https://wgac.colostate.edu/support/sexual-assault/

Non-Discrimination Statement

Colorado State University is committed to providing an environment that is free from discrimination and harassment based on race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity/expression, or pregnancy in its employment, programs, services and activities, and admissions, and, in certain circumstances, marriage to a co-worker. The University will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. Colorado State University is an equal opportunity and equal access institution and affirmative action employer fully committed to achieving a diverse workforce and complies with all Federal and Colorado State laws, regulations, and executive orders regarding non-discrimination and affirmative action. The Office of Equal Opportunity is located in 101 Student Services. Source: http://oeo.colostate.edu/non-discrimination-statement

Mental Health and Wellness

CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you. Visit https://health.colostate.edu/about-counseling-services to learn more and https://health.colostate.edu/mhwb-resources/ for additional student mental health and well-being resources. If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting https://supportandsafety.colostate.edu/tell-someone/ to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

Student Case Management

Student case management (https://studentcasemanagement.colostate.edu/) is available to help students with extenuating life circumstances and connect them with resources. In some cases, after you and I discuss your situation, I may request verifiable documentation for class absences (https://studentcasemanagement.colostate.edu/class-absences/) from the SCM office if you request considerations for absences or missed coursework.

The following link/QRN code provides policies relevant to your courses and resources to help with various challenges you may encounter:

https://col.st/2FA2g