



RS 500: Advanced Rangeland Management COURSE SYLLABUS

Department of Forest and
Rangeland Stewardship
Warner College of Natural Resources

Instructor

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Term:	Spring 2023
Class Meeting Days:	OPEN
Class Meeting Hours:	OPEN
Class Location:	Online Dist. Course
Lab Location:	Online Dist. Course
Course Credits:	4

Course Overview

Welcome to Advanced Rangeland Management (RS 500). Rangeland management is complex and includes the ecology and management of many factors (*e.g.*, soils, plants, water, wildlife, fisheries, timber, recreation, and grazing). To cover this broad scope of subject matter, the course is structured into 15 different week-long modules (see below). Each module is comprised of readings, video presentations, and 1-2 assignments. The course will also include a midterm examination, a final examination, and a research paper.

- Module 1 Discovering the Range and Rangeland Management History
- Module 2 Rangeland Characteristics and Drought in Colorado
- Module 3 Rangelands of North America and Beyond
- Module 4 Rangeland Plant Physiology
- Module 5 Rangeland Animal Nutrition
- Module 6 Rangeland Plant Ecology
- Module 7 Mastering Grazing Animal Behavior
- Module 8 Basics of Rangeland Inventory and Monitoring
- Module 9 Understanding Stocking Rates
- Module 10 Herbivore Management
- Module 11 Production Management
- Module 12 Multiple-use and Wildlife Management
- Module 13 Rangeland World View and Planning for the Future
- Module 14 Rangeland Drought, Weeds, and Fire
- Module 15 Rangeland Improvement and Revegetation

Course Goals and Objectives

The goal of Advanced Rangeland Management is to explore the foundations of rangeland ecology and Management while also bringing into perspective the many factors that rangeland managers must navigate while trying to find adaptive management solutions to complex problems. Upon successful completion of this course students will be able to:

Module 1

1) Understand how rangeland and rangeland management differs from other avenues of natural resource management, 2) Compare and contrast rangeland management and rangeland science, and 3) Describe the history of Rangeland management, including the early history of Rangeland management in Colorado.

Module 2

1) Describe the many characteristics that comprise rangelands, including factors such as soils, topography and vegetation and 2) Summarize the importance of drought in Colorado.

Module 3

1) Identify the dominant Rangeland types of North America and 2) Describe ecological sites and how they fit into the overall classification of North America Rangeland types.

Module 4

1) Explain the basic parts and characteristics of a rangeland plant and 2) Describe physiological processes ranging from photosynthesis to plant growth.

Module 5

1) Recognize the nutritional needs and requirements of cattle and other herbivores.

Module 6

1) Understand the development of plant community ecological theory in North America and 2) Recognize the differences between plant community ecological theories and how they apply to Rangeland Management.

Module 7

1) Identify grazing and browsing animal behavior and 2) Understand methods for using animal behavior to better manage rangeland vegetation and resources.

Module 8

1) Summarize the basics of rangeland inventory and 2) Explain methods used for rangeland monitoring and utilization.

Module 9

1) Explain how to determine available amounts of forage for herbivores and 2) Describe how to establish stocking rates for livestock and wildlife.

Module 10

1) Identify how to manage pasture resources for grazing and browsing animals and 2) Describe how to manage livestock distribution across the range.

Module 11

1) Understand aspects of production for both cattle, sheep, and livestock in general and 2) Identify the major markets available for livestock.

Module 12

1) Understand the complexity of multiple-use on rangelands and 2) Recognize the relationships between livestock management and wildlife management on rangelands.

Module 13

1) Define rangeland management difficulties in other countries and 2) Describe the process of planning for the future of rangeland management.

Module 14

1) Explain facets of managing rangeland during drought and 2) Identify the risk and management of fire and invasive weeds on rangelands.

Module 15

1) Understand the knowledge, tools, and methods needed for rangeland improvement and revegetation.

Course Prerequisites

One course in basic ecology and/or biology.

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 my 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 me 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 me know so that we can make arrangements for you.

Source: <https://education.uiowa.edu/office-dean/policies/syllabus-checklist>

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 one textbook required for this course. Additionally, other required readings and videos will be provided online through Canvas.

Textbook: **Range Management Principles and Practices, 6th Edition by Holecheck, Pieper and Herbel - Copyright 2011, ISBN 0-13-501416-6**

Library & Research Help

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/natsci>.

Important Dates to Remember

Spring Classes Begin:	Jan. 17, 2023
Last Day to Add/Drop Classes Without an Instructor Override:	Jan. 22, 2023
Registration Closes:	Feb. 1, 2023
Research Paper Topic Due:	Feb. 5, 2023
Midterm Examination:	Mar. 13 – Mar. 19, 2023
Withdrawal/Repeat/Delete Deadline:	Mar. 20, 2023
Last Day to Process a University Withdrawal:	May 5, 2023
Research Paper Due:	May 7, 2023
Final Exam Week:	May 8 – May 11, 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#fall> (CSU Online)

Course Schedule and Schedule of Assignments

Jan. 17 – Jan. 22

Module 1 Discovering the Range and Rangeland Management History

Overview: From pioneers to cowboys and outlaws Colorado is rich in rangeland management history. In this module learn what it means to be a rancher in Colorado during the 1800's, as well as gain an understanding of what rangeland management is and how the discipline of rangeland management was started.

Upon completion of this module, you should be able to: 1) Understand how rangeland and rangeland management differs from other avenues of natural resource management, 2) Compare and contrast rangeland

management and rangeland science, and 3) Describe the history of Rangeland management, including the early history of Rangeland management in Colorado.

Discussion Assignments: 1) Class Introduction and 2) Legislation

Homework Assignment: 1) Rangeland Management Timeline (Chronological Timeline)

Jan. 23 – Jan. 29

Module 2 Rangeland Characteristics and Drought in Colorado

Overview: How well do you understand climate, soil, plants, and topography? In this module you will cover the basics as well as learn the intricacies of how these factors play a role in rangeland management.

Upon completion of this module, you should be able to: 1) Describe the many characteristics that comprise rangelands, including factors such as soils, topography and vegetation and 2) Summarize the importance of drought in Colorado.

Discussion Assignment: 1) Climate

Homework Assignment: 1) Drought in Colorado (Article Summary)

Jan. 30 – Feb. 5

Module 3 Rangelands of North America and Beyond

Overview: After this module you will be able to parachute out of a plane anywhere in the United States and have an idea of what rangeland type you have landed in. Sound interesting? Let's explore the diversity of rangelands spreading from Mexico up into Canada.

Upon completion of this module, you should be able to: 1) Identify the dominant Rangeland types of North America and 2) Describe ecological sites and how they fit into the overall classification of North America Rangeland types.

Discussion Assignment: 1) Rangeland Type

Homework Assignment: 1) How to Find Soils and Ecological Site Information (Activity)

Homework Assignment: 1) Rangeland Plant Species Research Paper (Topic Must be Chosen)

Feb. 6 – Feb. 12

Module 4 Rangeland Plant Physiology

Overview: If you have never spent much time considering the inner workings of a rangeland plant, this module will bring you up to speed in a hurry. In this module you will delving into the physiological processes that make rangeland plants function.

Upon completion of this module, you should be able to: 1) Explain the basic parts and characteristics of a rangeland plant and 2) Describe physiological processes ranging from photosynthesis to plant growth.

Discussion Assignment: 1) Plant Physiology

Homework Assignment: 1) Regulation of Tillering by Apical Dominance (Article Summary)

Feb. 13 – Feb. 19

Module 5 Rangeland Animal Nutrition

Overview: Rangeland herbivores eat plants, but not all plants are equal. Forage quality varies across season and between species. Also, different species of herbivores require different levels of nutrition and different types of forage. In this module you will study the basics of animal nutrition for cattle and other herbivores.

Upon completion of this module, you should be able to: 1) Recognize the nutritional needs and requirements of cattle and other herbivores.

Discussion Assignment: 1) Animal Nutrition

Homework Assignment: No Homework Assignment this Week

Feb. 20 – Feb. 26

Module 6 Rangeland Plant Ecology

Overview: Rangeland plant communities are complicated systems. In this module you will follow the footsteps of plant ecologists over the last 80 years as they develop and refine plant community ecological theory.

Upon completion of this module, you should be able to: 1) Understand the development of plant community ecological theory in North America and 2) Recognize the differences between plant community ecological theories and how they apply to Rangeland Management.

Discussion Assignment: 1) Plant Ecology

Homework Assignment: 1) Condition and Management of Range Land Based on Quantitative Ecology (Article Summary)

Feb. 27 – Mar. 5

Module 7 Mastering Grazing Animal Behavior

Overview: Ever tried to imagine yourself in somebody else's shoes? In this module you will begin to learn the basics about how livestock choose forage and why they have certain grazing behaviors. You will also learn how to put these behaviors to use as a tool for range management.

Upon completion of this module, you should be able to: 1) Identify grazing and browsing animal behavior and 2) Understand methods for using animal behavior to better manage rangeland vegetation and resources.

Discussion Assignment: 1) Grazing Animal Behavior

Homework Assignment: 1) Learning and Dietary Choice in Herbivores (Article Summary)

Mar. 6 – Mar. 12

Module 8 Basics of Rangeland Inventory and Monitoring

Overview: In order to properly manage rangeland, you need to know what you are working with. Managers need to inventory their resources (soils, vegetation, and water) in order to make sound management decisions. Likewise, they need to monitor how their management decisions affect the landscape in order to assess the impact of management. In this module, you will explore both inventory and monitoring.

Upon completion of this module, you should be able to: 1) Summarize the basics of rangeland inventory and 2) Explain methods used for rangeland monitoring and utilization.

Discussion Assignment: 1) Rangeland Monitoring

Homework Assignment: No Homework Assignment this Week

Mar. 13 – Mar. 19

Midterm Exam

The Midterm Exam covers Modules 1 through 8. The Midterm Exam must be completed between 8 am on Monday Mar. 13 and midnight on Sunday Mar. 19.

Mar. 20 – Mar. 26

Module 9 Understanding Stocking Rates

Overview: If you are planning a camping trip, you need to plan on having enough food and water to last the duration of your excursion. When working with herbivores the same principle applies: enough forage and water. In this module, you will learn to assess the available forage and set appropriate stocking rates to keep the herbivores well fed and to meet management goals.

Upon completion of this module, you should be able to: 1) Explain how to determine available amounts of forage for herbivores and 2) Describe how to establish stocking rates for livestock and wildlife.

Discussion Assignment: 1) Calculating Stocking Rates

Mar. 27 – Apr. 2

Module 10 Herbivore Management

Overview: How comfortable do you feel designing a grazing plan for cattle or a browsing plan for goats? In this module, you will gain a strong understanding of how to manage grazing/browsing herbivores on rangeland.

Upon completion of this module, you should be able to: 1) Identify how to manage pasture resources for grazing and browsing animals and 2) Describe how to manage livestock distribution across the range.

Discussion Assignment: 1) Grazing and Browsing

Homework Assignment: 1) Management strategies for optimal grazing distribution (Article Summary)

Apr. 3 – Apr. 9

Module 11 Production Management

Overview: In this module you will take a broad look at the production of livestock. This module explores facets of livestock production for both cattle and sheep.

Upon completion of this module, you should be able to: 1) Understand aspects of production for both cattle, sheep, and livestock in general and 2) Identify the major markets available for livestock.

Discussion Assignment: 1) Five most interesting topics

Homework Assignment: 1) Cattle Care and Handling Guidelines (Article Summary)

Apr. 10 – Apr. 16

Module 12 Multiple-use and Wildlife Management

Overview: There are many potential uses of rangeland other than just forage for livestock. In this module you will explore wildlife management and discover what it means to manage rangeland for multiple-use.

Upon completion of this module, you should be able to: 1) Understand the complexity of multiple-use on rangelands and 2) Recognize the relationships between livestock management and wildlife management on rangelands.

Discussion Assignment: 1) Wildlife Management

Homework Assignment: 1) Survival of Greater Sage-Grouse Chicks and Broods in the Northern Great Basin (Article Summary)

Apr. 17 – Apr. 23

Module 13 Rangeland World View and Planning for the Future

Overview: What are the rangeland management difficulties in Mongolia? In Australia? In Kenya? How about the rest of the world? In this module, find out about rangeland management problems in other countries as well as the planning needed to solve these types of problems.

Upon completion of this module, you should be able to: 1) Define rangeland management difficulties in other countries and 2) Describe the process of planning for the future of rangeland management.

Discussion Assignment: 1) Rangeland Management in Different Countries

Homework Assignment: 1) The Vanishing (Article Summary)

Apr. 24 – Apr. 30

Module 14 Rangeland Drought, Weeds, and Fire

Overview: Two of the most important drivers affecting rangelands are fire and drought. Invasive weeds have also become a major factor. In this module you will discover how to plan and consider these factors while managing rangeland.

Upon completion of this module, you should be able to: 1) Explain facets of managing rangeland during drought and 2) Identify the risk and management of fire and invasive weeds on rangelands.

Discussion Assignment: 1) Managing Drought, Fire, or Invasive Weeds?

Homework Assignment: 1) Toward ecologically-based invasive plant mgmt. on Rangeland (Article Summary)

May 1 – May 7

Module 15 Rangeland Improvement and Revegetation

Overview: How do you go about improving or revegetating rangeland? This module will get you started and give you the information you need to put in your toolbox.

Upon completion of this module, you should be able to: 1) Understand the knowledge, tools, and methods needed for rangeland improvement and revegetation.

Discussion Assignment: 1) Restoration or Revegetation Project?

Homework Assignment: No Homework Assignment this Week

Rangeland Plant Species Research Paper is due at midnight on Sunday May 7.

May 8 – May 11

Final Exam

The Final Exam is comprehensive (Modules 1 through 15) and must be completed between 8 am on Monday May 8 and midnight on Thursday May 11.

Discussion Assignments

Students will be expected to complete 15 discussion assignments based on reading and video content from each module (150 points total). Grading of the discussion assignments will be based on:

1. Subject Knowledge (40%)
2. Quality of Interaction (30%)
3. Mechanics (30%)

Homework Assignments

Article Summaries: Students will be expected to complete 9, 1-page written summaries of selected assigned readings (90 pts total). The 1-page summaries of assigned readings must include:

1. A summary of the main points of the reading (70%)
2. The student's impressions of and opinions about the article (30%)
3. The following statement (CSU Honor Pledge) followed by the student's signature - *I pledge on my honor that I have not received or given any unauthorized assistance in this assignment.*

Rangeland Management Timeline (Chronological Timeline): The timeline assignment will be based on historical information presented in Module 1 (10 pts total). Grading of the timeline will be based on:

1. Completeness of the Timeline (70%)
2. Structure and Order of the Timeline (30%)

How to Find Soils and Ecological Site Information (Activity): This activity will be based on using internet resources to find soil and ecological information (10 pts total). Grading of the activity will be based on:

1. Completeness and Accuracy of the information gathered in the activity (100%)

Rangeland Research Paper

Students will be expected to complete a 5-6 page research paper. Details for the research paper are presented on a PDF document in Module 3 entitled "Rangeland Plant Species Research Paper Assignment." The following statement must be included with the assignment - (CSU Honor Pledge) followed by the student's signature - *I pledge on my honor that I have not received or given any unauthorized assistance in this assignment.* Grading of the research paper will be based on:

1. Quality of Content (50%)
2. Number of Cited Sources (20%)
3. Mechanics (30%)

Basis for Final Grade

Assessment		Percent of Final Grade
Discussion Assignments	(15)	25%
Midterm Exam	(1)	20%
Homework Assignments	(11)	25%
Rangeland Research Paper	(1)	10%
Final Exam	(1)	20%
		100%

Grading will be based on the percentage of total points above earned by each student and on a straight scale of >90%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60%=F. The '+' and '-' system will not be used in grading.

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 discussion assignments, midterm exam, or final exam. Homework assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Homework assignments will not be accepted if overdue by more than seven days.

Extra Credit Policy

Extra credit questions may appear on exams. No other extra credit is available.

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

Exams must be taken during the scheduled dates. For those of you wishing to take the exams early, I will work with you to schedule exams for an earlier date if your personal schedule does not permit you to take your exam according to the course schedule. So, if you have a scheduling conflict let me know in advance of the exam. However, exams cannot be taken late. Since I post the exam answers online after the exam, I will not permit exams to be taken late. Do not miss an exam. Plan ahead. Complete all of your assigned readings and viewings prior to taking the exam. More information specific to individual exams will be provided in advance to each exam.

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

When emailing the instructor, please include your full name, CSU ID, and the course number in your email.

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 does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008,

the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. 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.