
NRRT 679A 801 CURRENT TOPICS IN NATURE BASED TOURISM

INSTRUCTOR INFORMATION

Instructor: Salme Neubert

Email: Salme.Neubert@colostate.edu

Communication Policy: I will respond to emails within 36 hours. The best way to reach me is via email.

Prerequisites for Course

No course prerequisite except for restriction: Must be Graduate, Professional.

COURSE DESCRIPTION & OBJECTIVES

NRRT 679A is required of all Master of Tourism Management (MTM) graduate students. This one-credit seminar examines professional development and career preparation within the tourism industry. Students will apply an enhanced sense of self-awareness to their career, network and engage with tourism industry professionals, observe guest speaker interviews from professionals in the field, visit tourism sites, develop a resume, cover letter, and a professional digital presence, and craft a career preparation plan.

Upon the completion of this course, students will be able to:

- Identify your personality type and apply an enhanced sense of self-awareness to your career
- Explore the term "networking" and tactics for successful relationship building
- Cultivate connections within the tourism industry and demonstrate communication skills
- Explore various avenues of the tourism industry through guest speaker interviews and site visits
- Develop career tools and resources including a refreshed resume, cover letter, and professional digital presence
- Identify job search strategies, boards, and associations within the tourism industry
- Craft a career preparation plan

TEXTBOOK / COURSE READINGS

No textbook required.

Online articles provided in assignments.

COURSE MATERIALS & EQUIPMENT

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

- Problems with opening PDFs? o Download Adobe Reader.
- Canvas acting funny? Review Canvas guide for Supported Browsers.
- YouTube videos not playing? o Download Flash Player.
- Videos not opening or playing on your Mac? o Download Windows Media Components for QuickTime.
- Still having issues: o Email Help Desk Support: wcnrhelp@colostate.edu

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)
- Office 365—the full version of Microsoft Office free of charge for CSU students.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Please review the [ground rules for online discussions](#) for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Students are required to submit all assignments (discussion posts, comments, weekly tests, etc.) on time. All late submissions will receive 20 percent deduction of the earned submission grades. Students are strongly encouraged to communicate with the instructor about any circumstances that may affect their submission time in advance.

GRADING POLICY

Grading Policy located on the next page:

GRADE	RANGE
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%

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Smaller, weekly assignments and quizzes will be returned within 1 week and major assignments, exams, and essays will be returned within 2 weeks. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times I have listed here, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.)

COURSE SCHEDULE

*ALL ASSIGNMENTS ARE DUE BY 11:59PM MT ON THE DATES LISTED ABOVE

*KEEP A COPY OF ALL WORK CREATED FOR THE COURSE, INCLUDING WORK SUBMITTED THROUGH CANVAS COURSE LEARNING MANAGEMENT SYSTEM.

WEEK 1: APPLYING SELF-AWARENESS TO YOUR CAREER

In this module, we will engage in self-reflection. Being aware of your personality, strengths, likes, dislikes, and ways of working with others is essential for excelling in your career. No matter what stage you're at in your career, it's beneficial to pause, reflect, and apply this reflection to professional advancement.

Week 1: Objectives

- Identify your personality type, strengths, weaknesses, and values
- Examine how your personality type, strengths, weaknesses, and values apply to your career
- Apply enhanced self-awareness to developing effective team dynamics and advancing in your career
- Cultivate relationships with your classmates by engaging in discussion and sharing insight on your results

Week 1: Learning Activities & Assignments

- **Video:** Welcome from Kathryn Metzger
- **Personality Test:** Take the [16 Personalities Test](#)
- **Reading:** Read the following pages that are associated with your personality type:
 - Introduction, Strengths & Weaknesses, Workplace Habits
- **Essay Reflection – Personality Test Results:** Write a short essay of approximately 1 – 2 pages answering the following questions. (Size 11 font, double-spaced)
 - Was there anything about your results that surprised you? If so, what?
 - Was there anything about your results that was expected and not surprising? If so, what?
 - Why is self-awareness important, and how can it be applied to your career?
 - How can self-awareness be helpful in developing effective group dynamics?
- **Discussion – Introductions:** To help us get to know each other, please post:
 - Your name
 - How long you have been in the MTM program
 - Your personality test results
 - Answer one of the following questions:
 - How an increased sense of self-awareness can help your career
 - How self-awareness can be helpful in developing effective group dynamics
 - Additionally, reply to at least one classmate's post. Respond to their reply.

Essay Reflection Grading: 40 points

Please refer to the Rubric for Essay Reflections in Canvas

Discussion Grading: 10 points

Please refer to the Rubric for Discussion Posts in Canvas

WEEK 2: REFRESHING YOUR RESUME, LINKEDIN, AND ONLINE IDENTITY

Making sure your resume is concise, polished, up-to-date, and an authentic representation of you is always valuable, regardless of where you are in your career. This module's activities encourage you to spend time crafting your resume and LinkedIn profile to be the best that they can be. They also prompt you to explore your digital footprint. These materials that reflect your accomplishments, experiences, goals, and values are essential elements in career advancement. They deserve focused time and attention. Let's dive in.

Week 2: Objectives

- Construct the format, language, style, and visual presentation of your resume and LinkedIn profile
- Develop strong, foundational tools for the job search process
- Explore your digital footprint and online presence

Week 2: Learning Activities & Assignments

- **Video:** Resume, LinkedIn, and Online Identity Video
- **Readings:**
 - Read the guidelines provided on constructing a resume and LinkedIn profile
 - Review the traditional and modern template examples
- **Resume Assignment:**
 - Update your resume with the criteria provided and submit this by 11:59pm MST of Week 2 due date
- **LinkedIn Assignment:**
 - Update your LinkedIn with the criteria provided and submit this by 11:59pm MST of Week 2 due date, and do the following:
 - Screenshot or link of LinkedIn
 - Connect with at least 1 classmate or instructor
 - Endorse at least one classmate with a skill
- **Extra Credit – Basecamp Outdoors Post:** If you have a Facebook, join the "[Basecamp: Outdoor Jobs & More](#)" Facebook Group. This is one of the BEST job boards to be a part of for the tourism and recreation industry! (You can also sign up for their free newsletter.)
 - After joining, post an "intro post" to introduce yourself. You can find examples of previous intro posts on this group for guidance by searching "intro"
 - Upload a screenshot of your intro post to this week's assignment and earn 5 points extra credit!

Resume Assignment Grading: 20 points

Please refer to the Resume Rubric in Canvas

LinkedIn Assignment Grading: 20 points

Please refer to the LinkedIn Rubric in Canvas

Extra Credit Grading: 5 points possible

Please refer to the Extra Credit Rubric in Canvas

WEEK 3: NETWORKING - HOW IT WORKS AND WHAT IT MEANS

Networking is a buzzword people love to throw around. But what does it really mean? This week, we will delve into the concept of networking, observe the first Guest Speaker Interview Video, initiate a mentor program, engage in networking assignments, and introduce the “Industry Interviews” assignment.

Week 3: Objectives

- Examine the term “networking” and reflect on what this means to you
- Cultivate relationships with tourism industry professionals and peers
- Practice your networking, relationship building, and communication skills

Week 3: Learning Activities & Assignments

- **Video:** Guest Speaker Interview Video 1
 - Mr. Ken Widmaier, Sage Hospitality’s Former Chief Operating Officer
- **Readings:**
 - Read the blog “[Networking: How it Works and What it Means](#)”
 - Read NY Times article “The Right Way to Ask, ‘Can I Pick Your Brain?’” by Anna Goldfarb
 - Read the Mentor Program description, guidelines, and expectations
- **Essay Reflection – Networking:** Submit a 1–3-page, size 11 font, double-spaced essay answering the following questions and upload them to Canvas by this week’s due date:
 - Guest Speaker Video Questions
 - What was the most memorable aspect of the guest speaker’s video? Why?
 - How did the experiences/stories that were shared inspire or motivate you? (If not applicable, what would you have liked to hear about that was not discussed?)
 - Networking Articles Questions
 - List at least 1 reflective thought on the Networking blog and 1 reflective thought on the NY Times article.
 - Mentor Program Questions



- You will be assigned a mentor from the Tourism and Conservation Enterprise Program Partners. [View the members here](#). List your top 3 choices for a mentor in your essay (*this section can be list format*).
 - *Please note - we will do our best to honor your mentor request, but it may not always be possible.
- **Discussion Post – Dream Job Networking:** You are great assets to one another. List the following in your discussion board this week:
 - (1) Your name, (2) where you live, (3) why you decided to be in this master's program, (4) what you are hoping to gain from it, (5) some places you have worked so far (if relevant), and (6) your ideal dream job.
 - Read your classmates' information and engage with one another. See what you have in common and how you can stay in touch to support one another.
 - Reply to at least one classmate's post. Respond to their reply.
- **Industry Interviews:** Each student is responsible for conducting interviews with two tourism industry representatives. This week, we invite you to read the assignment description and begin considering who you might interview. The Industry Interviews are due (1) in Week 7, and (2) in Week 8.
 - Start thinking about who you will interview now. *You are encouraged to interview your assigned mentor for one of the interviews.
 - The tourism representative can be local, regional, national, or international and can be involved in any capacity within the industry. Reach out to your instructor Salme Neubert or Program Coordinator if you need assistance with finding your second professional to interview.
 - Do your research: Just as we learned in the networking articles, it is vital to research the organization they work for, and the individual themselves.
 - Prepare question: Prepare 5 to 10 thoughtful questions.
 - Conduct the interview: This is intended to be a conversation. Please *do not* send someone questions via email. Engage in conversation – either via phone, Zoom, or in-person – with an industry professional.
 - Write a summary of each interview (1 – 2 pages, size 11 font, and double-spaced). Please do not list questions verbatim, Q&A style. The essay should be a paraphrased narrative of the interview.

Essay Reflection Grading: 40 points

Please refer to the Essay Reflection Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

Industry Interview Grading: 50 points

Please refer to the Industry Interview Rubric in Canvas

WEEK 4: CRAFTING A COVER LETTER & VISITING A TOURISM ORGANIZATION

For this module, we will evaluate two career development tools. First, we will break down the steps for creating a compelling and authentic cover letter. Additionally, we will visit a tourism organization and analyze its policies, procedures, and impacts.

Week 4: Objectives

- Craft a compelling and authentic cover letter
- Examine a local tourist organization in your town and observe it through the educational lens your MTM curriculum has provided
- Compose a conversation with a professional from this organization to summarize what service(s) it offers, what impact it has on the environment and communities, and what sustainable practices it has in place

Week 4: Learning Activities & Assignments

- **Videos:**
 - Crafting a Compelling and Authentic Cover Letter
 - Virtual Site Visit with Visit Fort Collins
- **Reading:**
 - Read the PowerPoint with guidelines on crafting a cover letter
- **Essay Reflection – Site Visit:** Find a local tourist location in your town that you would like to visit. Some examples to consider are a Welcome Center, hotel, resort, adventure-based excursion company, tour company, or state park. Submit an essay reflection that is 1 – 2 pages, size 11 font, and double-spaced in Canvas by 11:59pm MST in Week 4 addressing the topics below:
 - **Conversation with a professional:** While visiting, chat with a professional at the organization to gain insight into the organization, trends in their industry, historical overview, etc.
 - TIP: Reach out prior to the day you visit to see if you can schedule a brief conversation with someone.
 - **Personal observation:** Observe the organization on a deeper level during your visit, considering concepts you have discussed in some of your MTM courses. For example:
 - What services does this organization offer?
 - What impact does their work have on the environment?
 - What impact does their work have on the local community?
 - What sustainability practices do you notice they have (or do not have) in place?
- **Cover Letter Assignment:** Find a job posting online that interests you. Create a cover letter for this role based on the content provided from the video and reading. Submit this in Canvas by 11:59pm MST in Week 4. (Feel free to apply for the job if you like, or just keep this as a foundational template to customize for future cover letters.)
- **Discussion Post – Site Visit Sharing:** This week, let's hear from one another about your site visits! Please answer the following questions.



- What tourism destination did you visit?
- What's something interesting you learned?
- Would you want to work there? Why or why not?
- Read your classmates' information and engage with one another. Reply to at least one classmate's post. Respond to their reply.

Essay Reflection Grading: 40 points

Please refer to the Essay Reflection Rubric in Canvas

Cover Letter Grading: 20 points

Please refer to the Resume & Cover Letter Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

WEEK 5: JOB SEARCH STRATEGIES

In this module, we will examine job search strategies. We will highlight relevant job boards, associations, and other resources for professionals in the tourism industry, while applying our increased sense of self awareness and polished professional materials to the job search process.

Week 5: Objectives

- Examine job search strategies, boards, and associations within the tourism industry
- Summarize relevant job boards and reflective insight from the reading materials and video

Week 5: Learning Activities & Assignments

- **Video:**
 - [Watch this video Job Search Strategies and Techniques](#)
- **Reading:**
 - Read the materials on job search strategies
 - Read the "Careers in the Recreation Economy" packet
 - Read the article "[Finding a Job When You Don't Know What You Want to Do Next](#)" by Mimi Aboubaker
- **Essay Reflection – Job Search Strategy:** Submit a 1 – 2-page, size 11 font, double-spaced essay answering the following questions and upload them to Canvas by this week's due date:
 - **Job boards:** List 2 job boards that are relevant to your career interests (even if we are content in our current role, it's beneficial to remain aware of relevant openings in our field)



- **Associations:** List at least one association within the tourism industry that interests you. What type of events, resources, etc. so they offer? Or, if you already belong to a tourism association, share what organization it is, and how you are involved.
- **Video:** What was the most memorable aspect of Professor Heather Austin video? Why? What did the video make you think about that you have not thought of before? (If not applicable, provide additional feedback of your choice.)
- **Discussion – Workforce Profiles:** Tourism is a big industry with a lot of avenues. It's valuable not only to have a deepened sense of self-awareness, but also an awareness of the available job options within the industry. After skimming the workforce profiles on p. 6 in the *"Careers in the Recreation Economy"* packet, post the following:
 - The two profiles that you found most interesting and/or relatable.
 - What about their career, education, or skills was interesting to you? Why?
 - Reply to at least one classmate's post. Respond to their reply.

Essay Reflection Grading: 40 points

Please refer to the Essay Reflection Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

WEEK 6: PREPARING FOR INTERVIEWS

Interviews are opportunities to connect, engage, and showcase how your strengths can be applied to the role you desire. In this module, we will review interview preparation strategies to ensure you are ready when the next step in your career occurs.

Week 6: Objectives

- Explore interview preparation strategies
- Formulate responses to commonly asked interview questions

Week 6: Learning Activities & Assignments

- **Videos:**
 - Interview Preparation Tactics
 - [Amy Cuddy's TED Talk on "Power Posing"](#)
- **Reading:**
 - Review the PowerPoint
 - Read the Interview Questions and Preparation Guidelines
- **Commonly Asked Question Reflection Assignment:** In a Word document, reflect on the commonly asked questions provided, and take time to write responses for each one.



- Use the job posting from your cover letter in Week 4 as the hypothetical role you are answering these questions for.
- *You can refer to this in the future as an interview preparation resource. You will want to ensure to customize your responses for each unique job that you interview for, but this can serve as a foundational tool and starting point for each interview preparation you engage in.
- Additionally, provide one reflective thought from the TED Talk video on Power Posing.
- This does not have to be provided in paragraph form, double spaced. It can be written simply in Q&A format.
- **Discussion – Interviewing:** List the following in your discussion board this week:
 - An interview tip or strategy. You may share a personal anecdote, a time when something you did in an interview worked well, or – a time where you were interviewing someone, and something they did or said worked well.
 - Reply to at least one classmate’s post. Respond to their reply.

Commonly Asked Questions Assignment Grading: 20 points

Please refer to the Commonly Asked Questions Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

WEEK 7: INDUSTRY EXPOSURE

The more we learn about the world around us, the better we understand what is within us. This module will provide opportunities to hear from an industry leader and connect one-on-one with an industry professional.

Week 7: Objectives

- Network with an industry professional by conducting an “informational interview”.
- Summarize reflective insight from the guest speaker video.

Week 7: Learning Activities & Assignments

- **Video:**
 - Guest Speaker: Mr. Hans Desai, previous Sr. Vice President, Leisure Travel, Xanterra Parks & Resorts
 - [Video Hans references of a cruise ship being cut in half and extended for sustainability efforts](#)
- **Readings:**
 - [Click here to read about Sustainability efforts at Xanterra Travel Collection](#)



- [View their “Sustainability Report” for a deeper understanding of their sustainability goals and accomplishments](#)
- **Essay Reflection – Guest Speaker:** Submit a 1 – 2-page, size 11 font, double-spaced essay answering the following questions and upload them to Canvas by this week’s due date:
 - What was the most memorable aspect of the guest speaker’s video? Why?
 - What surprised you? Why?
 - How did what was shared relate to what you have learned in this course so far?
 - How did the experience/stories that were shared inspire or motivate you? (If not applicable, what would you have liked to hear about that was not discussed?)
 - What did the speaker make you think about that you have not thought of before? (If not applicable, provide additional feedback of your choice.)
- **Industry Interview 1:** Each student is responsible for conducting interviews with two tourism industry representatives.
 - The first interview summary will be due in Canvas by 11:59pm MST in Week 7.
 - Write a summary of each interview (1 – 2 pages, size 11 font, and double-spaced). The tourism representative can be local, regional, national, or international and can be involved in any capacity within the industry.
 - This should be written in a summarized, narrative form. (Not simply Q & A style.) Use quotations and paraphrasing when necessary.
 - You may use the research and questions you did in your Networking Essay Reflection assignment as guidance for the first interview.
- **Discussion – Industry Exposure:** Post the following for this week’s discussion
 - One reflective comment from the Guest Speaker video
 - Who you interviewed for your Industry Interview (their role and organization), and something you learned from the interview
 - Reply to at least one classmate’s post. Respond to their reply.

Essay Reflection Grading: 40 points

Please refer to the Essay Reflection Rubric in Canvas

Industry Interview Grading: 50 points

Please refer to the Industry Interview Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

WEEK 8: DEVELOPING A CAREER PREPARATION PLAN

In our final module, we will gain additional insight from industry professionals. Also, we will collectively evaluate what we have learned this semester to develop a career preparation plan.

Week 8: Objectives

- Network with an industry professional by conducting an “informational interview”.
- Summarize reflective insight from the guest speaker video.
- Develop a Career Preparation Plan.

Week 8: Learning Activities & Assignments

- **Video**
 - Guest Speaker: Liz Birdsall, President of Birdsall Marketing
- **Reading:**
 - Read this article: [“Seth Godin: These 4 Things Make Employees Feel Their Job Is the Best Job They've Ever Had”](#)
- **Industry Interview 2:** Each student is responsible for conducting interviews with two tourism industry representatives.
 - The second interview summary will be due in Canvas by 11:59pm MST in Week 8.
 - The tourism representative can be local, regional, national, or international and can be involved in any capacity within the industry. Reach out to your instructor or Program Coordinator if you need assistance with finding your second professional to interview.
 - Do your research: Just as we learned in the networking articles from Week 3, it is vital to research the organization they work for, and the individual themselves.
 - Prepare question: Prepare 5 to 10 thoughtful questions.
 - Conduct the interview: This is intended to be a conversation. Please do not send someone questions via email. Engage in conversation – either via phone, Zoom, or in-person – with an industry professional.
 - Write a summary of each interview (1 – 2 pages, size 11 font, and double-spaced). Please do not list questions verbatim, Q&A style. The essay should be a paraphrased narrative of the interview.
- **Discussion – Career Preparation Plan:** This assignment should be submitted as a single post in this discussion thread (for whole class viewing and feedback) by 11:59pm MST in Week 8. Please include the following three parts in your post:
 - **Semester takeaways** – a brief list of ten or more bullet points highlighting key concepts, theories, practices, people, or websites from all MTM coursework and / or personal experiences you had this session that you want to be sure you remember moving forward.
 - **Professional evolution** – a 200-word reflection in paragraph form describing your current professional interests and goals.
 - **List of employers** – a brief list of five or more individuals or institutions you plan to contact in pursuit of your professional interests and goals (be sure to include details about each such as contact info, mission statements, job application details, etc.).
 - Reply to at least one classmate’s post. Respond to their reply.

Industry Interview Grading: 50 points

Please refer to the Industry Interview Rubric in Canvas

Discussion Grading: 10 points

Please refer to the Discussion Post Rubric in Canvas

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- [Login for Canvas](#)
- [Canvas Support](#)

For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#) by calling (970) 491-7276 or emailing help@colostate.edu.

The [Technical Support and Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, review the [CSU Passport to Canvas](#) course.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the [General Catalog](#) and the [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 [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

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.

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. A verifying memo from the [Student Disability Center](#) (SDC) may be required before any accommodation is provided.

The SDC has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to

consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used, and shared.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy, visit [CSU Policy: Title IX Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- [Student Resolution Center](#), 200 Lory Student Center, (970) 491-7165
- [Office of Equal Opportunity](#), Student Services Building, Room 101, (970) 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological, and legal aftermath of interpersonal violence. Contact the [Victim Assistance Team](#) at 970-492-4242.

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to complete the [Request Form](#) at least one full week prior to the event.

Once submitted, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU 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.

DIVERSITY AND INCLUSION

Respect for Diversity: 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.

The [Office of Inclusive Excellence](#) website includes a comprehensive statement of CSU's commitment to diversity and inclusion.

RESOURCES

The QR Code below is a linked page that provides policies relevant to your courses and resources to help with various challenges you may encounter.

