

Environmental Sustainability Electives

Syllabi included:

- MGMT 4080 Sustainable Operations (Undergraduate)
- MBAX 6825 Topics in Sustainable Business (MBA Level)

Spring 2011

COURSE SYLLABUS

MGMT 4080/CESR 4080 – Sustainable Operations

Instructor: Keith M. Stockton

Phone: 720-841-9765 (cell)

E-Mail: kestock@msn.com or keith.stockton@colorado.edu

Office Hours/Location: MW 12:00 PM – 2:30 PM in KOBL 441

Class Details:

MW 5:00 – 6:15 PM in KOBL 235

Final Exam:

Monday, May 2nd from 7:30 PM – 10:00 PM

Course Description:

Operational sustainability is not just an obligation, a set of strategies or a niche market to explore, but a critical shift in mindset of how businesses function. Sustainable Operations examines business strategies in response to environmental and social challenges. The course takes a pragmatic business perspective on improving operations across the value chain. Grounded in eco-efficiency, life-cycle thinking and a dose of investigative skepticism, the course assists students to thoroughly understand the scope of costs, benefits and risks associated with driving toward sustainable operations.

Required Course Materials:

All course materials (syllabus, schedule, lectures, readings) will be made available through CULearn.

Learning Objectives:

At the conclusion of this course, you will be expected to be able to:

Be able to rationally discuss the core topics of sustainable business operations and debate various perspectives of the role of business in sustainability

Better recognize the business risks and opportunities created by globalization and the push toward more sustainable business practices

Know how to “operationalize” key sustainable business strategies and tactics, such as ecological footprinting, eco-efficiency, life cycle analysis and industrial ecology

Gain an understanding of innovated business practices and entrepreneurial opportunities created by the “sustainability” movement by profiling business cases in various markets.

Cite real world examples and cases that illustrate sustainable business strategies

Conduct in-depth independent research into company operations and be able to analyze the sustainability of those operations

Course Deliverables:

- Independent Business Case Research Papers (2)
- Midterm Exam
- Course Project
- Final Exam

1. Sustainable Business Research Papers: Students will conduct research into two different businesses and how these businesses are implementing sustainable operations. The approximately 1,000 word reports will be due in class on February 14th and March 28th. Students will need to be prepared to discuss their findings in class during an informal discussion. Evaluation of the papers will depend heavily on the depth of research and ability to link class concepts to real world sustainable business operations. As an option, students may pair up in two person teams although the paper requirement doubles to approximately 2,000 words. These two papers are each worth 17.5% of the semester grade.

2. Midterm Exam: The midterm exam will test the students' knowledge on all course material (lectures, readings and guest speakers) obtained during the first half of the term. The examination will be a combination of multiple choice, true/false and essay questions. The midterm exam is worth 20% of the semester grade.

3. Student Case Presentation: Teams of three or four students will research and present a case study detailing a sustainable business operation in a business and industry of their choosing. Teams will make a 20 minute presentation in class at the end of the semester during Weeks 15 and 16. The course project is worth 15% of the semester grade.

4. Final Exam: The final exam will test the students' knowledge on all course material (lectures and readings and course project presentations) obtained throughout the entire semester. There will be a strong emphasis on material covered during the second half of the semester. The examination will be a combination of multiple choice, true/false and essay questions. The final exam is worth 30% of the semester grade.

Grading Criteria:

Grading. Students are encouraged to consult the Leeds grading policy, accessed by the following link. [Grading Policy 2009](http://leedsintranet.colorado.edu/PoliciesDocs/Grading%20Policy%202009.pdf) (<http://leedsintranet.colorado.edu/PoliciesDocs/Grading%20Policy%202009.pdf>). Students can earn points and grades according to the following schedule:

			Total	
	Requirement	Parts	Points Possible	
	Research Papers	2	175	350
	Midterm Exam	1	200	200
	Course Project	1	150	150
	Final Exam	1	300	300
	Total Points			1000

A	934-1000	C	734-766
A-	900-933	C-	700-733
B+	867-899	D+	667-699
B	834-866	D	634-666
B-	800-833	D-	600-633
C+	767-799	F	<600

Note: In keeping with the Leeds School of Business grading policy, the maximum grade point average of the class will be 3.00. Minor adjustments to the grading table may be necessary to achieve this requirement.

Communication. As much as possible, we will use email to communicate with one another. I read my email every day, and will make every effort to answer queries within 24 hours (or faster) during business days.

Policies and Rules of Conduct

- Laptop use, other than for class note taking, is highly discouraged. If you choose to use a laptop during class, please sit in the back rows of the classroom so as to diminish distraction of fellow students.
- Please do not use cell phones during class, including text messaging. If you must use your cell phone, quietly leave the classroom to conduct your communication.
- If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>
- A Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html
- Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code
- The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>
- All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

**MGMT 4080/CESR 4080
SUSTAINABLE OPERATIONS
SPRING 2011 COURSE SCHEDULE**

Week 1	January 10 th	Introduction to the Course
	January 12 th	Underlying Problems and Overarching Themes
Week 2	January 17 th	No Class – Martin Luther King Holiday
	January 19 th	Natural Capitalism Part I
Week 3	January 24 th	Natural Capitalism Part II
	January 26 th	Government Policy Part I
Week 4	January 31 st	Government Policy Part II
	February 2 nd	Energy Fundamentals
Week 5	February 7 th	Conventional Energy Part I
	February 9 th	Conventional Energy Part II
Week 6	February 14 th	Sustainable Business Research Paper Class Discussion
	February 16 th	Renewable Energy
Week 7	February 21 st	Whole Systems Thinking
	February 23 rd	Business Approaches to Climate Change
Week 8	February 28 th	Midterm Exam
	March 2 nd	Sustainable Business Strategy and Human Resources
Week 9	March 7 th	Midterm Review/Life Cycle Analysis I
	March 9 th	Life Cycle Analysis II
Week 10	March 14 th	Sustainable Marketing I
	March 16 th	Sustainable Marketing II
Week 11	March 21 st	No Class – Spring Break
	March 23 rd	No Class – Spring Break
Week 12	March 28 th	Sustainable Business Research Paper Class Discussion
	March 30 th	Investing in Renewable Energy
Week 13	April 4 th	Investing in Renewable Energy II
	April 6 th	Carbon Offsets and Carbon Trading
Week 14	April 11 th	Socially Responsible Investing
	April 13 th	Guest Speaker
Week 15	April 18 th	Student Case Presentations/FCQs
	April 20 th	Student Case Presentations
Week 16	April 25 th	Student Case Presentations
	April 27 th	Student Case Presentations
Week 17	May 2 nd	7:30 PM – 10:00 PM in KOBL 235

MBAX 6825: Topics in Sustainable Business

Leeds School of Business
University of Colorado at Boulder
Course Syllabus Spring 2010
Instructor Dave Payne

Course Info

Th 6:30-9:15p
Room KOBL S127
<http://myleeds.colorado.edu>

Instructor Contact

Office Hrs (345C): M/W 1:00-3:00p & by app't
david.payne@colorado.edu
303.859.0900 (cell/txt)

Sustainability is more than a threat, an obligation, a set of compliance strategies, or a niche market to be exploited. It is all of these things, but more importantly it represents a critical shift in mindset and a force for change. This course explores business strategy in response to (and anticipation of) the threats and opportunities created by persistent problems of environmental and social degradation and their related economic market failures.

The overarching goal of this class is to provide a comprehensive overview of the core concepts, strategies and practices of sustainable business. To do so, we orient the class around a list of “top 50” concepts in sustainable business, with an explicit goal of addressing each topic, to varying degrees, over the course of the semester. To provide structure and further ensure comprehensiveness, the core classes will approach the topic of sustainability from the unique perspectives of seven core disciplines of business administration: economics, strategy, ethics, organizational behavior, operations, finance and accounting, and marketing.

While risk management and compliance strategies will be addressed, emphasis will be placed on innovative business practices and entrepreneurial opportunities created by the sustainability “movement.” By profiling cases of “sustainable venturing” in various markets and contexts – small and large, incremental and cutting edge, intrapreneurial (within-company) and new ventures – over the course of the semester we will consider together how sustainable business practices will change the way we work and live.

Upon completion of this course, students will:

- Be able to rationally discuss the core topics of sustainable business and debate various perspectives of the role of business in sustainability.
- Better recognize the business risks and opportunities created by globalization and the push toward more sustainable practices.
- Have a grounded understanding of their role as sustainability change agents, based on a personal research project and action plan.
- Understand how individual actions can be enhanced through networking, collaboration, and institutional development and change initiatives.

sus·tain·a·bil·i·ty, noun: The use of the term sustainability was popularized by the World Commission on Environment and Development (a.k.a. The Brundtland Commission), in its report “Our Common Future,” which defined the term as “meeting the needs of the present generation without compromising the ability of future generations to meet their needs” (Brundtland, 1987). The definition put forth by Gus Speth provides an economic perspective: “living off nature’s income rather than consuming its capital” (Speth, 2004).

COURSE SCHEDULE – OVERVIEW

The course will be composed of 14 classes based on the following schedule
(see course website for detailed schedule, readings and assignments)

Wk	Topics	
Introductory Classes		
1 1/14	<i>Introduction and Background</i>	Course / syllabus review and background discussion
		Defining the “arc” of the semester
2 1/21	<i>Environmental and Social Problems; Business Responses</i>	Environmental and social problems
		Business demands, responses and opportunities
Core Classes		
3 1/28	<i>Economics – Market Failure and Sustainable Entrepreneurship</i>	Market failure – practical theory
		Environmental and social entrepreneurship
4 2/4	<i>Strategy – Frameworks: Natural Capitalism & SBSM</i>	Introduction to Natural Capitalism
		Sustainable Business Strategy Matrix
5 2/11	<i>Ethics – Corporate Social Responsibility (CSR)</i>	Brief discussion of CSR’s core business drivers and strategies
		First round of student project “elevator pitches”
6 2/18	<i>Organizational Behavior and Sustainable Human Resources</i>	Group exercise: identifying sustainable HR & OB strategies
		Guest speaker / facilitator: Nina Peterson, Wisdom Works
7 2/25	<i>Operations – Addressing the Lifecycle & Footprint</i>	Reviewing the key tools and strategies of sustainable operations
		Transportation case study: Mike Simpson, RMI
8 3/4	<i>Finance & Accounting – SRI, Cleantech, and Carbon Finance</i>	Core concepts: sri and cleantech; sustainability accounting & rptg
		Carbon finance: Terry Vogt (CU MBA’75), Terra Global Capital
9 3/11	<i>Misc Topics of Student Interest Guest Speaker(s)</i>	Topics of student interest (check on progress, re: top 50 topics)
		Guest speakers (tbd)
10 3/18	<i>Green Marketing – Leveraging the Value of Sustainable Business</i>	Adding and protecting profit margin from sustainability
		Case studies and cautionary tales: Catherine Greener (tbc)
Project Classes		
11 4/1	<i>Sustainable Business Leadership</i>	Guest Speaker: Nina Peterson, Wisdom Works – case studies
		Student project presentations
12 4/8	<i>Case Studies and Projects in Sustainable Business 1</i>	IKEA: sustainable transportation of people (s.t.o.p.)
		Student project presentations
13 4/15	<i>Case Studies and Projects in Sustainable Business 2</i>	Gold’n Plump: from lean production to sustainability vision
		Student project presentations
14 4/22	<i>Final Exam Semester Reflections</i>	Final exam
		Class reflections

STRUCTURE AND APPROACH

7 Lenses, 4 Elements and 50 Topics

The course will be composed of 14 class meetings, half of which will address sustainability topics through 7 core “lenses” of business management: economics, strategy, ethics, organizational behavior, operations, finance and accounting, and marketing. In turn, class inquiry will be organized around four core elements of the sustainability “spectrum.” Bounded by jointly identified problems and a shared vision (1 & 4 below), emphasis will be placed on achieving sustainable action and cooperation (2 & 3).

1. Problems: Through a group process, we will compile a list of sustainability problems that do or will impact us in our daily personal and work lives, ranging from large-scale, global issues to specific, local challenges.
2. Actions/Ventures: Students will study and propose actions that they might take to address sustainability-related problems and opportunities.
3. Networks/Institutions: Individual ventures are more viable and likely to succeed when linked to others’ – such linkages will be identified and developed.
4. Vision: The class will develop a “shared vision” of a more sustainable world, which class topics, activities and assignments will be oriented toward achieving.

Lastly, in addition to the 7 lenses and 4 core elements of the spectrum described above, topical learning will be oriented around a list of “top 50” concepts in sustainable business, with a goal of addressing each topic, to varying degrees, over the course of the semester. The following is an initial list, which will be revised with the input of class participants:

50 Core Concepts in Sustainable Business

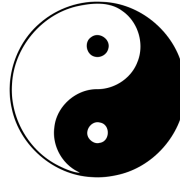
(Draft list – to be revised interactively with course participants)

- | | |
|--|--|
| 1. Adaptation and Resilience | 26. Marketing and Branding |
| 2. Agriculture and Food | 27. Mobility / Transportation |
| 3. Base of the Pyramid, Developing World | 28. Natural Capitalism, The Natural Step |
| 4. Business Case (for Sustainable Biz) | 29. Org Behavior / Human Resources |
| 5. Cleantech | 30. Organics |
| 6. Climate Change | 31. Ozone Layer |
| 7. Corp. Soc. Responsibility (CSR) | 32. Policy, Regulation and Compliance |
| 8. Cradle to Cradle | 33. Pollution and Toxics |
| 9. Definition of Sustainability (What is it?) | 34. Population Growth |
| 10. Design for Environment (DfE) | 35. Precautionary Principle |
| 11. Eco-Efficiency and Eco-Effectiveness | 36. Recycling and Zero Waste |
| 12. Ecological Economics and Quantitative Analysis | 37. Restorative Business |
| 13. Ecopreneuring/Sustainable Venturing | 38. Social Costs vs. Private Costs |
| 14. Education, Training, Green MBAs | 39. Social Entrepreneurship |
| 15. Energy (Renewable and Alternative) | 40. Socially Responsible Investing (SRI) and Finance |
| 16. Environmental Accounting | 41. Stakeholders, NGOs |
| 17. Environmental Mgm’t Systems (EMS) | 42. Standards (e.g. ISO 1400x,etc) |
| 18. Ethics and Values | 43. Strategy, Planning and Visioning |
| 19. Extended Prod. Responsibility (EPR) | 44. Supply Chain /Value Chain Operations |
| 20. Green Bldg & Workplace Sustainability | 45. Sustainability Reporting |
| 21. Green Consumers and LOHAS Mktpl | 46. Sustainable Development |
| 22. Industrial Ecology and Biomimicry | 47. Systems Thinking |
| 23. Labeling and Certification | 48. Tragedy of the Commons |
| 24. Lifecycle Analysis (LCA) | 49. Triple Bottom Line Accounting |
| 25. Market Failure | 50. Water |

The course will seek to balance “The Yin and Yang of Sustainable Business”

Yin

Threat
Problem (“reality”)
Problem definition
Risk mitigation
Conservation
Present
Quantitative
Practice
Clarity
Decision making



Yang

Opportunity
Vision (“possibility”)
Solution development
Competitive advantage
Efficiency
Future
Qualitative
Theory
Ambiguity
Sense making

TEACHING PHILOSOPHY, TECHNOLOGY AND READINGS

The following assumptions guide my approach as your instructor¹:

- i. Adults need to be involved in the planning and evaluation of their instruction
- ii. Experience (including mistakes) provides the basis for learning activities
- iii. Adults are most interested in learning subjects that have immediate relevance to their job or personal life
- iv. Adult learning is problem-centered rather than content-oriented

As your instructor I view myself as a facilitator of your learning. While some core topical material will be presented in lecture format, I feel strongly that learning occurs best through experience and by active interaction amongst students, instructor, community stakeholders and guests. Accordingly, we will utilize topical discussions, experiential exercises, and conversations with guest speakers to facilitate the learning process. Furthermore, we will be somewhat flexible throughout the semester to explore relevant, though perhaps unanticipated topical areas as events and students’ interests unfold. It is important to recognize that this approach places greater responsibility on you: being prepared for class, leading to your active and informed participation, will allow us to shift toward topics and issues of interest (when appropriate), resulting in a more relevant and interesting class for all. However, such flexibility inevitably introduces an element of ambiguity, and it will be the joint responsibility of the instructor and the students to monitor changes closely and to be clear about related responsibilities.

Technology will play a significant role in the day-to-day operation of the class. The course website, utilizing Leeds’ Blackboard system (MyLeeds), will be the primary “hub” of activity outside of the classroom. Required reading materials will be posted online for download and online reading or printing. Participation in online discussions will be considered as part of your class participation grade. In addition, the anonymous public forum will provide an outlet for expression of ideas and discussion of topics that may be difficult or uncomfortable to raise in class.

Readings – a vast majority of assigned readings will be available in digital form, posted online on the course website. Reading assignments for each class will be listed by week / class number on MyLeeds. Please note: in an attempt to provide students with the most current and relevant material possible, reading assignments may change, therefore *check class description web pages (on myLeeds/Blackboard) regularly to download up-to-date reading assignments*. Effort will be made to keep changes to a minimum. Changes to reading assignments will not be made less than 6 days prior to the class for which they are assigned.

¹Based on the underlying principles of “andragogy”, ref: Malcolm Knowles' *The Adult Learner* (5th Ed.)

COURSE REQUIREMENTS AND GRADING

In addition to weekly reading assignments² and class attendance / participation, students will individually complete a semester-long project (details on the following page) and take two short “core concept” exams (mid-term and final). The total course grade will be based on a total of 1000 points, distributed as follows:

- Semester Project (500pts)
- Core Concept Exams (200pts)
- Participation (200pts)
- Self-Evaluation (100pts)

Semester Project (500pts)

The overall purpose of the semester project will be for each student to explore a sustainability-related topic of *personal* interest, and to take some form of action related to that subject that will move them (and possibly society at large) closer to “sustainability.” Each student will meet with the instructor at least once to determine the topic and scope of their semester project. While each student will complete the semester project for this course individually, collaboration will be required in order to fully achieve the goals for the assignment. Project milestones (dates) are provided on the following page. The six elements (or sub-assignments) of the project are as follows:

1. **RESEARCH & REPORT** (100pts): Conduct background research on subject matter of your choosing (sample project types will be discussed). Research sources should include: Academic research papers, magazine and newspaper articles, personal interviews (e.g. Cases (#5 below)), web surfing, and personal experiences (cite all sources).
2. **ACTION PLAN & NARRATIVE** (100pts): Determine a course of action, with short and long-term goals, that will achieve some sort of meaningful change towards a more sustainable world. Write a narrative summary of the actions you take during the semester.
3. **ANALYSIS** (100pts): Interpretation and discussion of your research and action(s) utilizing tools / perspectives from at least 3 of the 7 “lenses” of business management used in class (i.e. economics, strategy, ethics, organizational behavior, operations, finance and accounting, and marketing). Analysis should also include (but not be limited to) why you chose to explore and/or “intervene” in this/these place(s), discussion of critical success factors and barriers, etc. This is your chance to express your hopes, ideas, criticisms, and concerns about sustainability as it relates to you and your chosen subject.
4. **PRESENTATION: Elevator Pitches** (100pts): Throughout the semester, students will give “elevator pitches” of their project ideas as they develop. Presentations will allow students to share their ideas for collaboration purposes (#6) and to solicit problem-solving and analytical feedback from their classmates. Each student will give three pitches: 1 mid-semester (dates to be assigned – 25pts), and 1 at the end of the semester (75pts).
5. **PRACTITIONER INTERVIEW** (75pts): Students will identify and interview one or more business practitioners engaged in some form of sustainable business venture and post a written summary of key learnings to the course website. Students will use interviews as research citations.
6. **COLLABORATION: Linking to others** (25pts): Any successful project requires some element of collaboration with others. For this project, you are asked to enhance your own research by connecting with classmates’ chosen actions, citing others’ ideas / research, etc. and integrating their work into your research and/or actions.

² Weekly readings will include topical “readers” (written by the instructor), as well as short articles drawn from scholarly, practitioner and periodical publications (e.g. California Management Review, Harvard Business Review, The Economist, etc.)

PROJECT MILESTONES / DEADLINES

- (2/11) Project proposal: ~1p summary of your proposed project subject and deliverables
- (2/11-3/18) Elevator pitches (schedule and parameters to be posted on MyLeeds)
- (3/18) Practitioner interviews due
- (4/1-15) Project briefs (schedule to be posted)
- (4/22) Projects due

Core Concept Exams (200pts)

Two core concept exams will be given. The first exam (100pts) will be given mid-semester (March 18) as an indicator of progress for both student and instructor. The final exam (100pts) will test students' understanding of the core concepts of sustainable business, with particular emphasis on their application in personal and work lives. Exams will not be given early/late except in cases of documented illness or emergency upon notification given to the instructor *before* the exam.

In-Class Participation (100pts)

Class attendance, preparation, and participation are fundamental aspects of this course and important to your performance in the class. Much of your learning will occur as a result of discussions in class and with your fellow group work participants. Classroom participation will be evaluated using the following criteria: attendance (very few absences will be allowed, and students should inform the instructor prior to any absence(s)); timeliness (on time arrival is an expression of respect towards other students and to the instructor); preparedness (working knowledge of the day's schedule, topic, key concepts, cases, readings, etc.); and contribution (i.e. thoughtful inquiry, insightful analysis or compelling advocacy). Note that *quality* will count far more than *quantity* (i.e. more noise does not mean a higher score). Further, class participation is hard to grade if I don't know who you are, so name boards are required for *every* class meeting until I learn all your names.

Online participation (100pts)

The course website on MyLeeds will be an essential extension of our limited time in the classroom. Online participation will be evaluated on essentially the same criteria as listed above, and given the same grading weight. Online "attendance" will be expected *beyond* the essentials (visiting class scheduling and topics pages, downloading readings, uploading assignments, etc.). Expected contributions include: starting or contributing to topical threads, reading and commenting on peer assignments (e.g. practitioner interviews), sharing an article or link of relevant interest, collaborating on a project-related topic, etc.

Self Evaluation (100pts)

At the end of the semester, students will be given an opportunity to provide the instructor with a self-evaluation of their class performance.

Evaluation Criteria

Grades will be assigned according to the following scale:

A+	97-100%	4.0	C+	77-80%	2.2-2.5
A	93-97%	3.8-4.0	C	73-77%	1.8-2.2
A-	90-93%	3.5-3.8	C-	70-73%	1.5-1.8
B+	87-90%	3.2-3.5	D+	67-70%	1.2-1.5
B	83-87%	2.8-3.2	D	63-67%	0.8-1.2
B-	80-83%	2.5-2.8	D-	60-63%	0.6-0.8

Please note that per the Leeds School grading policy (see #9 on following page), maximum average course grade will not exceed 3.6 (A-/B+).

CLASS PRINCIPLES (“The Fine Print”³)

1. Hard Work: Hard work and determination represent the foundation to personal progress and success.
2. Positive Attitude and Humor: A lighter, positive side exists to most topics, activities and assignments; let’s have some fun!
3. Academic Integrity: Students are expected to uphold the University honor code in all matters pertaining to this course (see www.colorado.edu/academics/honorcode). All work submitted must be original and all non-original concepts integrated into student papers must be referenced as such. All information in written reports from other sources than the author should be cited appropriately. Copying material from the Internet without proper citation is considered plagiarism. Cheating on examinations or other assignments may result in an F in the course and referral to the CU Honor Council.
4. Respect for Others: People like to be heard without interruption. When a person is speaking, the remainder of the class should remain attentive. Please use appropriate timing when presenting your thoughts during class discussions, and allow others to complete their argument before speaking on your own opinion. If you have concerns about standards for classroom behavior or about behavior that occurs in the classroom, feel free to raise them in a private conversation with the instructor, anonymous posting on Blackboard, classroom discussion, or other means, as appropriate. Disrespectful or abusive language will not be tolerated.
5. Critical Thinking: Students are expected to think critically about the complexities of sustainable business presented in this course and to develop their own opinions. It is not the instructor’s intent to limit opinions, solutions or outcomes.
6. Accommodations for Disabilities: In accordance with the Americans with Disabilities Act, University instructors are required to make “reasonable and timely accommodations” for students with disabilities. By University policy that obligation only extends to students who have registered with the Office of Disability Services, which makes the determination of disability. If you have a disability and would like to request an accommodation, please notify the instructor in writing within the first two weeks of the semester describing the accommodations you think you need. Please provide documentation from Disability Services (303-492-8671, Willard 322, www.colorado.edu/disabilityservices).
7. Discrimination and Harassment: Effort will be made by the instructor and students to ensure that participation in this class is free from discrimination and harassment. The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH, 303-492-2127, www.colorado.edu/odh) or the Office of Judicial Affairs (303-492-5550, www.colorado.edu/studentaffairs/judicialaffairs/).
8. Accommodations for Religious Observance: If you have religious obligations that may conflict with this course, please notify the instructor in writing within the first two weeks of the semester in order to seek a reasonable and fair arrangement. The campus policy regarding religious observance is available at www.colorado.edu/policies/fac_relig.html.
9. Absences: Regular class attendance is expected, and students will forfeit participation and group work session points when absent. If you must be absent, please let me know ahead of time if possible (Email or text messaging are best). Missing > 25% of class meetings may result in a failing grade.
10. Laptops: Laptop computers are allowed (even encouraged) for use (when appropriate) in class. However, students must limit their computer usage to class-related activities, such as word processing, accessing the course website, and the occasional class-related web search. Other computer usage (e.g. Email, personal web surfing, etc.) will result in a deduction in class participation grade.
11. Grading: The Leeds grading policy establishes a maximum average course grade that professors must not exceed for classes in the MBA program. Specifically, the policy stipulates that the average course grade for MBA core classes should not exceed 3.4 (B+), or 3.6 (A-/B+) for MBA electives.

³ Please see www.colorado.edu/policies/index.html for a complete listing and explanation of CU’s policies