



COLORADO STATE UNIVERSITY  
— GLOBAL —

## ISD500: ADVANCED THEORY OF INSTRUCTIONAL DESIGN AND ARCHITECTURE

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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#### Course Description:

In this course, you will select and apply the most appropriate instructional design model to create compelling, accessible, and engaging courses in the ever-changing landscape of online learning. Students will analyze modern learning theories, case studies, instructional design models, and accessibility considerations with the goal of developing learning solutions that best meet the needs of a diverse and digital audience.

#### Course Overview:

This course will introduce you to basic instructional architecture. Throughout the course, you will explore various theories of how to construct courses and create environments for learners to explore various subjects. This course will use both theory and practical application of the information learned.

#### Course Learning Outcomes:

1. Analyze learning theories in context of real-world situations.
2. Choose appropriate instructional design models within case study structures.
3. Apply student-centered design principles.
4. Assess the impact of current accessibility regulations on the design of learning.
5. Apply universal design principles.
6. Evaluate online learning trends and technologies.
7. Evaluate course outcome mapping.

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### PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

There is no required textbook for this course, but there are many linked resources, required readings, and videos in each module that will aid in your understanding of course concepts and learning outcomes.

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Berrett, D. (2016). Instructional design. *The Chronicle of Higher Education*.
- Cheng, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course. *British Journal of Educational Technology*, 47(2), 257-278.
- Instructional design history. (2017). *Instructional Design Central (IDC)*. Retrieved from <https://www.instructionaldesigncentral.com/instructional-design-history>
- Kahn, P., Everington, L., Kelm, K., Reid, I., & Watkins, F. (2017). Understanding student engagement in online learning environments: the role of reflexivity. *Educational Technology Research & Development*, 65(1), 203-218.

#### Discussion (25 points)

#### Critical Thinking (125 points)

Select one of the following assignment options to complete. Do not do both assignments! Identify your assignment choice in the file name of the assignment.

#### **OPTION #1: Advantages and Disadvantages of a Formal Instructional Design Model**

In a well-constructed, scholarly essay of 4-5 pages, discuss the advantages and disadvantages of using a formal Instructional Design (ID) model to plan training from the following perspectives, related specifically to your work or desired field:

- Business/Education organization
- Instructional designer
- Instructional delivery (platform or trainer delivering the instruction online)
- Learner

Your paper should be 4-5 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least six references, 4 of which should be scholarly/peer reviewed references. The CSU-Global Library is a good place to find these references. Refer to the Critical Thinking Rubric for more information on expectations for this assignment.

### **OPTION #2: Opportunities in Instructional Design**

In a well-developed presentation, address the following:

- The knowledge, skills and abilities that are important for an instructional designer to possess
- The opportunities that exist for instructional designers
- What the job market looks like both now and in the future for instructional designers

Your presentation must meet the following requirements:

- Be 10-12 slides in length (including the cover slide and reference slide), include audio or speakers notes with a minimum of 150 words per slide (spoken or in the note pages - NOT on the slide itself). For PowerPoint, these can be in the notes section. For other presentation programs, they can be submitted separately.
- Be 5-7 minutes in length.
- Include six references, at least four being scholarly/peer-reviewed discovered through the CSU-Global library. You may use the readings in the module; however, you must include additional sources. Ensure you cite your sources in APA according to the CSU-Global Guide to Writing and APA.

Review the grading rubric for this assignment, to understand exactly how you will be graded. It is preferred that your presentation be a video, but you can do a PowerPoint presentation with narration using Prezi, PowerPoint, Google Slides, or a similar program. Contact your instructor if you have questions about the assignment.

Your presentation must be well written using excellent grammar and style techniques. Be concise. Be logical. You are being graded in part on the quality of your writing. If you need assistance with your writing style, visit the CSU-Global Writing Center.

### **Portfolio Milestone (15 points)**

#### **Course Selection**

Consult the CSU-Global online undergraduate course catalogue and select a course for which you would consider yourself a content expert. Indicate the course code and title on the top of your document and write a paragraph to explain why you consider yourself a content expert. This course will be added to a Canvas sub account for ISD500 to which you will be given access and you will evaluate this course for your Portfolio Project.

## **Module 2**

### **Readings**

- Apaydin, M., & Hossary, M. (2017). Achieving metacognition through cognitive strategy instruction. *International Journal of Educational Management*, 31(6), 696-717.  
doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1108/IJEM-05-2016-0130>
- Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: Implications for online instruction. *European Journal of Training and Development*, 41(7), 593-609.  
doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1108/EJTD-02-2017-0014>
- Lytovchenko, I. (2016). Role of adult learning theories in the development of corporate training in the USA. *Future Human Image*, 6(3), 67-80.
- Rambiharilal Shrivastava, S., & Saurabh Shrivastava, P. (2017). Employing adult learning theories in designing a module. *Research and Development in Medical Education*, 6(2), 64-65.
- Woodley, X., Hernandez, C., Parra, J., & Negash, B. (2017). Celebrating difference: Best practices in culturally responsive teaching online. *TechTrends*, 61(5), 470-478.  
doi:<http://dx.doi.org.csuglobal.idm.oclc.org/10.1007/s11528-017-0207-z>

### **Discussion (25 points)**

#### **Critical Thinking (125 points)**

Select one of the following assignment options to complete. Do not do both assignments! Identify your assignment choice in the file name of the assignment.

#### **OPTION #1: Applying Learning Theory to Learners Needs**

Identify and describe a group of learners and their needs based on a specific business/organization that might hire you as an instructional design consultant.

For each of the three learning theory topics that follow, identify and discuss instructional design considerations specific to your selected business/organization and the identified learning and learner needs.

- Basic Theories of Learning: Behaviorism, Cognitivism & Constructivism & Abraham Maslow's Hierarchy of Needs
- Malcolm Knowles' Adult Learning Theory (or Andragogy)
- Individual Characteristics of Learning : Motivation, Goals, Experience, Culture and Generational Differences

Your paper should be 4-5 pages in length and conform to CSU-Global Guide to Writing and APA. Include at least six references, 4 of which should be scholarly/peer reviewed references. The CSU-Global Library is a good place to find these references. Refer to the Critical Thinking Rubric for more information on expectations for this assignment.

#### **OPTION #2: Instructional Strategies and Learning Theory**

Research instructional strategies for online courses.

In a well-developed presentation evaluate at least five strategies and discuss how they relate to the following three topics:

- Basic Theories of Learning: Behaviorism, Cognitivism & Constructivism & Abraham Maslow's Hierarchy of Needs
- Malcolm Knowles' Adult Learning Theory (or Andragogy)
- Individual Characteristics of Learning : Motivation, Goals, Experience, Culture and Generational Differences

Your presentation must meet the following requirements:

- Be 10-12 slides in length (including the cover slide and reference slide), include audio or speakers notes with a minimum of 150 words per slide (spoken or in the note pages - NOT on the slide itself). For PowerPoint, these can be in the notes section. For other presentation programs, they can be submitted separately.
- Be 5-7 minutes in length.
- Include six references, at least four being scholarly/peer-reviewed discovered through the CSU-Global library. You may use the readings in the module; however, you must include additional sources. Ensure you cite your sources in APA according to the CSU-Global Guide to Writing and APA.

Review the grading rubric for this assignment, to understand exactly how you will be graded. It is preferred that your presentation be a video, but you can do a PowerPoint presentation with narration using Prezi, PowerPoint, Google Slides, or a similar program. Contact your instructor if you have questions about the assignment.

Your presentation must be well written using excellent grammar and style techniques. Be concise. Be logical. You are being graded in part on the quality of your writing. If you need assistance with your writing style, visit the CSU-Global Writing Center.

### **Module 3**

#### **Readings**

- Boller, S. (2013, December 10). High impact blended learning on a tight budget: How we did it [Web Blog]. *Bottom line Performance*. Retrieved from <http://www.bottomlineperformance.com/high-impact-blended-learning-on-a-tight-budget-how-we-did-it/>
- Hess, A. K. N., & Greer, K. (2016). Designing for engagement: Using the ADDIE model to integrate high-impact practices into an online information literacy course. *Communications in Information Literacy, 10*(2), 264-282.
- How to do an e-learning audience analysis. (n.d.). *E-Learning Heroes*. Retrieved from <https://community.articulate.com/articles/how-to-do-an-e-learning-audience-analysis>
- Kennedy, E., Laurillard, D., Horan, B., & Charlton, P. (2015). Making meaningful decisions about time, workload and pedagogy in the digital age: The course resource appraisal model. *Distance Education, 36*(2), 177-195.

#### **Discussion (25 points)**

## **Critical Thinking (125 points)**

Select one of the following assignment options to complete. Do not do both assignments! Identify your assignment choice in the file name of the assignment.

### **OPTION #1: Organization Analysis – Paper**

Consider an organization for which you would like to work as an instructional architect. Conduct an online research for an organization and answer the following questions, provide illustrations or examples where appropriate, and support your points with evidence.

1. Analyze your chosen organization's context.
  - Who are the stakeholders?
  - What are typical timelines for developing courses or trainings?
  - What are the available resources?
  - What are the delivery mandates?
  
2. Analyze your organization's audience—What are the learner characteristics?
3. Analyze your organization's typical subject matter.
4. Analyze your organization's delivery methods.

Your paper should be 4-5 pages in length and conform to is a good place to find these CSU-Global Guide to Writing and APA. Include at least six references, 4 of which should be scholarly/peer reviewed references. The CSU-Global Library references. Refer to the Critical Thinking Rubric for more information on expectations for this assignment.

### **OPTION #2: Organization Analysis – Presentation**

Consider an organization for which you would like to work as an instructional architect. Answer the following questions, provide illustrations or examples where appropriate, and support your points with evidence.

1. Analyze your chosen organization's context.
  - Who are the stakeholders?
  - What are typical timelines for developing courses or trainings?
  - What are the available resources?
  - What are the delivery mandates?
  
2. Analyze your organization's audience—What are the learner characteristics?
3. Analyze your organization's typical subject matter.
4. Analyze your organization's delivery methods.

Develop a presentation of your findings, your presentation must meet the following requirements:

- Be 10-12 slides in length (including the cover slide and reference slide), include audio or speakers notes with a minimum of 150 words per slide (spoken or in the note pages - NOT on

the slide itself). For PowerPoint, these can be in the notes section. For other presentation programs, they can be submitted separately.

- Be 5-7 minutes in length.
- Include six references, at least four being scholarly/peer-reviewed discovered through the CSU-Global library. You may use the readings in the module; however, you must include additional sources. Ensure you cite your sources in APA according to the CSU-Global Guide to Writing and APA.

Review the grading rubric for this assignment, to understand exactly how you will be graded. It is preferred that your presentation be a video, but you can do a PowerPoint presentation with narration using Prezi, PowerPoint, Google Slides, or a similar program. Contact your instructor if you have questions about the assignment.

Your presentation must be well written using excellent grammar and style techniques. Be concise. Be logical. You are being graded in part on the quality of your writing. If you need assistance with your writing style, visit the CSU-Global Writing Center.

## **Module 4**

### **Readings**

- Barber, J. (2018). Depth of knowledge and conceptual understanding. *Science Scope*, 41(9), 76. [https://doi-org.csuglobal.idm.oclc.org/10.2505/4/ss18pass:\[\\_\]041\\_09\\_76](https://doi-org.csuglobal.idm.oclc.org/10.2505/4/ss18pass:[_]041_09_76)
- Howell, Ginger S., LaCour, Misty M., & McGlawn, Penny A. (2017). Constructing student knowledge in the online classroom: The effectiveness of focal prompts. *College Student Journal*, 51(4), 483-490.
- Kumpas-Lenk, Eisenschmidt, & Veispak. (2018). Does the design of learning outcomes matter from students' perspective? *Studies in Educational Evaluation*, 59, 179-186.
- Treser, M. (2015). Getting to know ADDIE: Part 2-Design. *eLearning Industry*. Retrieved from <https://elearningindustry.com/getting-to-know-addie-design>
- Yang, S. (2016). Conceptualizing effective feedback practice through an online community of inquiry. *Computers & Education*, 94, 162.

### **Discussion (25 points)**

### **Portfolio Milestone (50 points)**

#### **OSCQR Self-Assessment Rubric – Part 1**

Request a self-assessment (OSCQR) rubric from Open SUNY and assess the quality of the course you chose for your Portfolio Project in Module 1. The link to request a self-assessment OSCQR rubric can be found here:

<https://docs.google.com/forms/d/e/1FAIpQLSci3UvEXMkjQ8HJm6bsQtawNWdsT7L4mcWuD91oqgXjm6mjKA/viewform?fbzx=-2668176116194034267>

Assess your selected course using Sections 1-5 of the rubric. After you assess the quality of the course, in Tab 2, complete and submit Sections 1-3 of the Self-Assessment Action Plan in Tab 3. Be sure to support your explanations of required revisions least two scholarly references in addition to the course readings.

The CSU-Global Library is a good place to find these references. DO NOT MAKE ANY CHANGES TO CONTENT IN THE COURSES AT THIS TIME.

You will continue to utilize this rubric as you evaluate and revise your chosen course. Please ensure that your work is well written and in conformity with the CSU-Global Guide to Writing and APA.

## **Module 5**

### **Readings**

- Caspersen, J., Smeby, J., & Olaf Aamodt, P. (2017). Measuring learning outcomes. *European Journal of Education, 52*(1), 20–30. <https://doi-org.csuglobal.idm.oclc.org/10.1111/ejed.12205>
- Ebert, M. D., & Emery, N. (2017). Teaching like a scientist: assessing your assessments. *Frontiers in Ecology & the Environment, 15*(5), 227. <https://doi-org.csuglobal.idm.oclc.org/10.1002/fee.1496>
- Gil-Jaurena, G., & Softic, S. K. (2015, September). Aligning learning outcomes and assessment methods: A web tool for e-learning courses. *International Journal of Educational Technology in Higher Education, 13*(17).
- Stephan, S. H. (2017). Trust-related privacy factors in E-learning environments. *Distance Learning, 14*(4), 49-54.

### **Discussion (25 points)**

### **Portfolio Milestone (50 points)**

### **OSCQR Self-Assessment Rubric – Part 2**

Using the rubric from Open SUNY (the same rubric you received and worked on for your Module 4 assignment), complete the assessment for your selected course using Section 6 of the rubric. After you assess the quality of the course, in Tab 2, complete and submit Sections 4-7 of the Self-Assessment Action Plan in Tab 3. Be sure to support your explanations of required revisions least two scholarly references in addition to the course readings. The CSU-Global Library is a good place to find these references. DO NOT MAKE ANY CHANGES TO CONTENT IN THE COURSES AT THIS TIME.

You will continue to utilize this rubric as you evaluate and revise your chosen course. Please ensure that your work is well written and in conformity with the CSU-Global Guide to Writing and APA.

## **Module 6**

### **Readings**

- Borgman, & Dockter. (2018). Considerations of access and design in the online writing classroom. *Computers and Composition, 49*, 94-105.
- Mäkelä, & Vellonen. (2018). Designing for appropriation: A DIY kit as an educator's tool in special education schools. *International Journal of Human - Computer Studies, 118*, 14-23.
- WebAim. (2017). Introduction to web accessibility. Retrieved from <http://webaim.org/intro/>

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

Select one of the following assignment options to complete. Do not do both assignments! Identify your assignment choice in the file name of the assignment.

### **OPTION #1: WebAIM Accessibility Analysis – Paper**



Download WebAIM's WCAG 2 Checklist. Evaluate the accessibility of the course you chose previously from the catalog using the checklist. Make sure you assess the level to which it is:

- Perceivable
- Operable
- Understandable
- Robust

DO NOT MAKE ANY CHANGES TO CONTENT IN THE COURSES AT THIS TIME. You will continue to utilize this checklist as you evaluate and revise your chosen course.

After you assess the accessibility of the course, write a 2-3 page paper discussing your findings. Be sure to address your findings on all four aspects of accessibility. Your paper should conform to CSU-Global Guide to Writing and APA.

Include at least six references, four of which should be scholarly/peer reviewed references. You may use the readings in the module; however, you must include additional sources. The CSU-Global Library is a good place to find these references. Refer to the Critical Thinking Rubric for more information on expectations for this assignment.

#### **OPTION #2: WebAIM Accessibility Analysis – Presentation**

Download WebAIM's WCAG 2 Checklist. Evaluate the accessibility of this course using the checklist. Make sure you assess the level to which it is:

- Perceivable
- Operable
- Understandable
- Robust

DO NOT MAKE ANY CHANGES TO CONTENT IN THE COURSES AT THIS TIME. You will continue to utilize this checklist as you evaluate and revise your chosen course.

After you assess the accessibility of the course, develop a presentation of your findings, your presentation must meet the following requirements:

- Be 5-6 slides in length (including the cover slide and reference slide), include audio or speakers notes with a minimum of 150 words per slide (spoken or in the note pages- NOT on the slide itself). For PowerPoint, these can be in the notes section. For other presentation programs, they can be submitted separately.
- Be 3-4 minutes in length.
- Include six references, at least four being scholarly/peer-reviewed discovered through the CSU-Global library. You may use the readings in the module; however, you must include additional sources.

Review the grading rubric for this assignment, to understand exactly how you will be graded. It is preferred that your presentation be a video, but you can do a PowerPoint presentation with narration

using Prezi, PowerPoint, Google Slides, or a similar program. Contact your instructor if you have questions about the assignment.

## **Module 7**

### **Readings**

- Alim, H. S., Baglieri, S., Ladson-Billings, G., Paris, D., Rose, D. H., & Valente, J. M. (2017). Responding to cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for Dis/Ability. *Harvard Educational Review, 87*(1), 4-25,155-157.
- Jan Doolittle Wilson. (2017). Reimagining disability and inclusive education through Universal Design for Learning. *Disability Studies Quarterly, 37*(2).
- Fenrich, P., Carson, T., & Overgaard, M. (2018). Comparing traditional learning materials with those created with instructional design and Universal Design for learning attributes: The students' perspective. *BCES Conference Books, 16*, 143-149.
- Rogers-Shaw, C., Carr-Chellman, D. J., & Choi, J. (2018). Universal Design for Learning: Guidelines for accessible online instruction. *Adult Learning, 29*(1), 20-31.

### **Discussion (25 points)**

### **Portfolio Milestone (50 points)**

### **Course Revision Checklist**

Review the self-assessment plan you created in Module 4 and 5, the accessibility checklist from Module 6, and your UDL checklist from this module. Choose the ONE module from your course that would benefit most from revision.

Create a Course Revision Checklist of the revisions you will make to the module and submit that to your instructor for your Portfolio Project milestone. YOU SHOULD BE REVISING ONLY ONE MODULE OF THE COURSE.

Read the full Portfolio Project description on the Module 8 assignments page and the final portfolio project grading rubric attached to the assignment to ensure you are including all elements necessary for success on your Portfolio Project in your checklist.

## **Module 8**

### **Readings**

- Giurgiu, L. (2017). Microlearning an evolving elearning trend. *Buletinul Științific Al Academiei Trupelor De Uscat, 22*(1), 18-23.
- Putman, S. (2014). Prototyping an e-learning interface. *T+D, 68*(5), 26.
- Singhal, A. (2017, August 3). 10 ways technology has made education better and more inclusive. Retrieved from <http://www.iamwire.com/2017/08/technology-teaching-education/156418>
- Sull, E. C. (2017). Putting the round peg into the square hole of online learning: Inserting creativity, weirdness, and unusualness-while keeping a sense of consistency. *Distance Learning, 14*(3), 64-67.

### **Discussion (25 points)**

### **Portfolio Project (185 points)**

### **Revising an Existing Module**

Throughout this course, your Critical Thinking assignments and Portfolio Project Milestones have asked you to evaluate specific elements of an online course. The culmination of these experiences will serve as the basis for your analysis and discussion in this final Portfolio Project.

Using the course revision checklist you developed in Module 7, create a document where you will add additional design elements to ONE module of your selected course to enhance its instructional design, alignment, accessibility, Universal Design for Learning, and incorporation of eLearning trends.

On your document, you should detail the changes you would make to the module. Include specific language noting the changes you would make to ensure your module includes:

- Clearly stated, measurable learning outcomes/objectives
- Instructional strategies clearly aligned with learning objectives and address the different characteristics of learning.
- Logical sequencing
- A variety of methods and tools to reach and engage students
- Learning activities that address accessibility and different learning styles and characteristics of learning.
- Assignments and/or projects that are aligned with students' different visual, auditory, and hands-on ways of learning
- Learning activities and assessments that are aligned with learning objectives and universal design for learning principles.
- Student self-assessment (e.g., formal or informal, individual or group, etc.)
- Incorporation of one different technology tool

Additionally, this Portfolio Project must include a process and self-reflection paper.

The paper must include:

- Identification of the elements you would like to revise and why you chose those elements of the module
- How you would change them and why
- What went well in the evaluation of your module
- What you would do differently when reviewing future courses

*Use research to support your choices and ideas!*

Your paper should be 2-3 pages discussing your revisions and reflections and conform to CSU-Global Guide to Writing and APA. Include at least six references, four of which should be scholarly/peer reviewed references. You may use the readings in the course; however, you must include additional sources. The CSU-Global Library is a good place to find these references. Refer to the Portfolio Project Rubric for more information on expectations for this assignment.

In addition to your paper, submit your final Course Revision Checklist, with a coversheet, to your instructor. Include the link to the module you revised in the Canvas sub account and the link to the interactive lecture template for that module on your checklist. The Course Revision Checklist and the content in the module must be well written, and conform to CSU-Global Guide to Writing and APA guidelines.

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.