

OTL504: Social, Ethical, and Legal Issues in 21st Century Learning

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 10-25 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.

Course Description and Outcomes



Course Description:

This course provides educators with an overview of the legal, ethical, and social issues that are unique in the 21st century learning environment. Topics such as learner privacy online, the appropriate uses of newer technologies, copyright, and intellectual property on the Internet will be presented. Students will also examine privacy law and contemporary legal issues of the 21st century classrooms. Recommended Prior Course: None

Course Overview:

This course provides educators with an overview of the legal, ethical, and social issues that are unique in the 21st century learning environment. Topics such as online privacy, the appropriate uses of newer technologies, copyright, and intellectual property on the internet will be presented. Students will also examine privacy law and contemporary legal issues of the 21st century classroom. Learners will apply the information covered to their current teaching environments and analyze their unique situations as they apply to 21st century learning. All assignments are designed to be practical and applicable to the learners' work environments.

Course Learning Outcomes

1. Identify and analyze state and national technology standards focusing on social, ethical, and legal issues in designing technology-enhanced instruction and school technology plans.
2. Construct classroom policies and procedures that ensure compliance with copyright law, Fair-Use guidelines, security, and child protection.

3. Compile promising practices for teaching responsible ethical use of information technologies across all levels of education.
4. Manage threats and consequences of information technology misuse.
5. Facilitate establishing and teaching responsible behavior in the 21st century.

Participation & Attendance



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 seven 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.

Course Materials



Required:

All Course Content and Required Module Materials

Course Schedule



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 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

| Week # | Readings | Assignments |
|--------|---|--|
| 1 | <ul style="list-style-type: none"> • National School Safety and Security Services. (2017). <i>Internet, computers, and school safety</i>. Retrieved from http://www.schoolsecurity.org/resource/internet-computers-and-school-safety/ • NetSmartz (Producer). (2017). <i>Basic internet safety</i>. Retrieved from http://www.netsmartz.org/InternetSafety • Ribble, M. (2017). Nine themes of digital citizenship. <i>Digital citizenship Using technology appropriately</i>. Retrieved from http://www.digitalcitizenship.net/Nine_Elements.html | <ul style="list-style-type: none"> • Discussion (25 points) |
| 2 | <ul style="list-style-type: none"> • International Society for Technology in Education. (2017). <i>National education technology standards</i>. Retrieved from http://www.iste.org/standards | <ul style="list-style-type: none"> • Discussion (25 points) |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • Introduction through Section 5.5 in State Educational Technology Directors Association. (2012, June). <i>National educational technology trends: 2012</i>. Retrieved from http://www.setda.org/wp-content/uploads/2013/12/SETDANational_Trends_2012_June20_Final.pdf • Pages 69-83 in U.S. Department of Education. (2017, January). <i>Reimagining the role of technology in education: 2017 national education technology plan update</i>. Retrieved from https://tech.ed.gov/netp/ (Consider reading the letter from the editor and the introduction first for context.) | <ul style="list-style-type: none"> • Critical Thinking (90 points) |
| 3 | <ul style="list-style-type: none"> • Booth, Brandi, Van Hasselt, Vincent B., & Vecchi, Gregory M. (2011). Addressing school violence. <i>The FBI Law Enforcement Bulletin</i>, 80(5), 1. • Hoffman, J. (2010, June 27). Online bullies pull schools into the fray. <i>The New York Times</i>. Retrieved from http://www.nytimes.com/2010/06/28/style/28bully.html • Kharbach, M. (2014, March 26). Teacher's guide to teaching using social media. <i>Educational Technology and Mobile Learning</i>. Retrieved from http://www.educatorstechnology.com/2014/03/teachers-guide-to-teaching-using-social.html • Willard, N. (2007). <i>Educator's guide to cyberbullying and cyberthreats</i>. Center for Safe and Responsible Use of the Internet. Retrieved from https://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Safe-and-Supportive-Learning/Anti-Harassment-Intimidation-and-Bullying-Resource/Educator-s-Guide-Cyber-Safety.pdf.aspx | <ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points) |
| 4 | <ul style="list-style-type: none"> • Coiro, J. (2014, April 7). Teaching adolescents how to evaluate the quality of online information. Retrieved from https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro • Donald, B. (2016, November 22). Stanford researchers find students have trouble judging the credibility of information online. Retrieved from https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online • Gardner, L. (2016, November). Teaching information literacy now. <i>School Library Journal</i>. Retrieved from http://www.slj.com/2016/11/industry-news/teaching-media-literacy-now/#_ | <ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points) |
| 5 | <ul style="list-style-type: none"> • Center for Digital Education. (2017). <i>Guide to choosing digital content and curriculum</i>. Retrieved from http://www.cosn.org/sites/default/files/CDE16%20DOE%20GUIDE_V.pdf • Copyright Alliance. (2017). Copyright law explained. Retrieved from http://copyrightalliance.org/education/copyright-law-explained/ • Toner, H. (2016). Copyright for educators. <i>PBS</i>. Retrieved from http://www.pbssocal.org/education/teachers/copyright/ (View the six videos and the following PDF downloads: Copyright Scenario Checklist and Copyright Guidelines for Teachers) | <ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points) |
| 6 | <ul style="list-style-type: none"> • Berdik, C. (2015, February 18). Should we train more students to be hackers? <i>The Hechinger Report</i>. Retrieved from http://hechingerreport.org/train-students-hackers/ • Chang, R. (2017, March 3). Ed tech strategies publishes K-12 Cyber Incident map. <i>T.H.E. Journal</i>. Retrieved from https://thejournal.com/articles/2017/03/31/ed-tech-strategies-publishes-k12-cyber-incident-map.aspx | <ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points) |

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|---|---|--|
| | <ul style="list-style-type: none"> Glenny, M. (2012, March 8). Tap into the gifted young hackers. <i>The New York Times</i>. Retrieved from http://www.nytimes.com/2012/03/09/opinion/tap-into-the-gifted-young-hackers.html?_r=0 | |
| 7 | <ul style="list-style-type: none"> Data Quality Campaign. (2016, September 26). <i>Student data privacy legislation: A summary of 2016 state legislation</i>. Retrieved from http://dataqualitycampaign.org/resource/2016-student-data-privacy-legislation/ Richardson, W. (2008, November). Footprints in the digital age. <i>Educational Leadership</i>, 66(3), 16-19. Retrieved from http://www.ascd.org/publications/educational-leadership/nov08/vol66/num03/Footprints-in-the-Digital-Age.aspx U.S. Department of Education. (2017, January). Protections for student data and privacy (pp. 79-81). <i>Reimagining the role of technology in education: 2017 National education technology plan update</i>. Retrieved from https://tech.ed.gov/files/2017/01/NETP17.pdf | <ul style="list-style-type: none"> Discussion (25 points) |
| 8 | <ul style="list-style-type: none"> Spencer, K. (2017, January 22). Not all towns are created equal, digitally. <i>The Hechinger Report</i>. Retrieved from http://hechingerreport.org/not-all-towns-are-created-equal-digitally/ West, D., & Karsten, J. (2016, July 18). Rural and urban America divided by broadband access. <i>Brookings</i>. Retrieved from https://www.brookings.edu/blog/techtank/2016/07/18/rural-and-urban-america-divided-by-broadband-access/ | <ul style="list-style-type: none"> Discussion (25 points) Portfolio Project (350 points) |

Assignment Details



This course includes the following assignments/projects:

Note: If you if you are *not* currently teaching, and an assignment asks you to create and deliver a lesson or some kind of deliverable in a school setting, you could complete the assignment by delivering the lesson and/or another deliverable to one or two other students or children you know who are age/grade appropriate. You could do this through a school volunteer effort, community education course, religious education class, your own children, or neighbors, for example. However, consider making this a networking opportunity with area districts or education cooperatives in gaining real and applicable experience for this and other courses in your Teaching & Learning program. In this course, you will be expected to deliver a live lesson in Week 7. Please plan ahead.

Module 1

CRITICAL THINKING

Module 2 Preparation (Nothing submitted)

While there is nothing to submit in Week 1, begin your research for your Module 2 Critical Thinking assignment. This week, access your school/district's technology policies and acceptable or responsible use policy, focusing primarily on the rules regarding the Children's Internet Protection Act (CIPA) (if you get E-rate funding), the student technology agreement, student handbook, guidelines for the use of personal devices, and any other technology usage policies and procedures outlined for your particular school. In Module 2 you are going to synthesize what you learned, so take notes, jot down questions you have, and highlight things you did not know before, for example. See the Module 2 folder for specific things to note.

PORTFOLIO PROJECT REMINDER

Begin thinking about a content area lesson you will be teaching during Week 7 of this course. Look ahead in your curriculum map or pacing schedule to see what is coming up. In that lesson you are going to integrate technology in some way, as well as implement at least one of the mini-social/ethical "just-in-time" lessons you will be creating throughout the course. There is nothing to submit for this milestone—just a heads up to be prepared for Week 7.

Module 2

CRITICAL THINKING

Tech Policies, Protocols and Procedures—What They Mean for You (90 points)

In Module 1 you began researching your district's technology policies and practices, focusing primarily on the acceptable/responsible use policy, the Children's Internet Protection Act (CIPA), the student technology agreement, and any other technology usage policies and procedures outlined for your particular school. In Module 2 you are going to synthesize what you learned. In a graphical format—something easy to read, amend, and share with others—note the "Top 10" things you need to know and adhere to when integrating technology into your content area and grade level. For example, are students allowed to post pictures of themselves online for school projects? Should they use their full names? What does the firewall block, and if you need something *unblocked*, how do you do that?

Create a table or some other graphic organizer outlining these ten rules, policies, or practices and how you and your students can effectively abide by them in your classroom. Additionally, after reading through your districts' policies, procedures, and guidelines, type at least three questions you have about technology use. Include at least one practice that will address culturally responsive teaching with technology. What do you not understand and where can you get answers? Use this as an opportunity to network with your technology coordinator, library media specialist, or instructional technologist—whoever is responsible for ensuring compliance with technology policies, protocols, and procedures.

Submit your assignment to the Module 2 folder. Ensure it is well-written, organized, and adheres to the *CSU-Global Guide to Writing and APA*.

Module 3

CRITICAL THINKING

Just-in-Time Social/Ethical Lesson: Rules and Expectations (90 points)

Regardless of the content area or grade level you teach or aspire to teach, your students are technologically wired, and you, as a 21st century educator, are integrating it into your daily practices. To help guide your particular target audience on safe digital behaviors, you will create a mini-social/ethical lesson of “just-in-time” (JIT) instruction, which includes an at-a-glance resource to direct their use of the types of technology you may integrate into your classroom.

Question to Consider:

- What are the rules and expectations you will have of your target audience when they engage with the technology and with each other (both inside and outside of the school day/school grounds)?

These rules and expectations must be aligned with your state, district, and building-level technology policies, guidelines, and acceptable use policies, and should address issues of netiquette, cyberbullying, and privacy/safety, for example. Include applicable standards; for example, cite specific ISTE standards that are relevant. Finally include a brief summary of the ways the lesson/technology addresses the seven principles of culturally responsive teaching. The at-a-glance resource may be in the form of a chart, an infographic, or a brief Prezi or Google Presentation that your students can readily access and that you can continue to update, use in your classroom, or distribute to students and parents via email, a parent portal, or classroom wiki or blog. The at-a-glance resource should help both students and parents understand the rules and expectations relevant to technology use in your classroom. Remember to integrate and cite related sources.

Submit your lesson or resource to the Module 3 folder. If you create any digital resources that cannot be directly uploaded, copy the URL(s) and paste it/them into a Word document with a brief description of the resource(s), with clear directions for access for your instructor. Upload the Word document as your assignment. Ensure it is well-written, well-organized, and adheres to the *CSU-Global Guide to Writing and APA*.

Module 4

CRITICAL THINKING

Just-in-Time Social/Ethical Lesson: Safe and Effective Web-Searching (90 points)

Regardless of the content area or grade level you teach or aspire to teach, your students will likely use web-based information in a variety of ways, including research. As such, you must instruct students on how to conduct meaningful and safe web searches, how to evaluate sources for credibility, and how to ethically and legally use online sources in their assignments. Remember the process of determining source credibility is complex and should be tailored, depending on the age of the targeted learners. Assume you will need to provide ongoing instruction about source credibility to your students. To get started, prepare a mini-social/ethical lesson that will provide your target audience with “just-in-time” instruction around the big idea—for example, how they will be expected to be safe when looking for information online or how to evaluate online information for credibility. Select and present these big ideas so they are specific to the discipline/content area you teach or aspire to teach, your audience’s grade-level, and the types of online activities/information-gathering in which your students typically engage. Include a brief discussion about how the lesson addresses ISTE standards and helps to teach digital citizenship.

Include an at-a-glance resource that you might post in your classroom and distribute to your students (and parents) via email or a parent portal, for example. The at-a-glance resource should help both students and parents understand expectations for conducting effective searches of internet content and evaluating it for credibility. Remember to integrate and cite related sources.

Submit your completed assignment to the Module 4 folder. If you create any digital resources that cannot be uploaded, copy the URL(s) and paste it/them into a Word document with a brief description of the resource(s) and clear directions for access for your instructor. Upload the Word document as your assignment. Ensure it is well-written, well-organized, and adheres to the *CSU-Global Guide to Writing and APA*.

Module 5

CRITICAL THINKING

Just-in-Time Social/Ethical Lesson: Fair Use and Copyright Compliance (90 points)

Now that you have provided your students with some direction on how to find credible online resources and content, you must do some basic instruction with them on how to use that material. In any content area, students are gathering and using web-based content. Therefore, teaching the tenets of copyright and fair use is everyone's job. Your submission need not be big and elaborate; in fact, small, regular doses of instruction, in context, are generally more effective. For example, include a mini-lesson here and there about attribution or about fair use before starting a research-based project or any assignment where students will be using the works of others.

For the Module 5 assignment, create a "just-in-time" mini-social/ethical lesson that includes an at-a-glance resource that you can post in your classroom environment and/or distribute to your students (and parents) that will help students remember the rules of copyright compliance and fair use. Keep in mind copyright and fair use are complex ideas and should be tailored to your target audience and the type of online information gathering students would typically do in your classroom. The mini-lesson and at-a-glance resource should be consistent with your school/district's technology guidelines, student handbook, and/or responsible use policies (RUPs)—especially as they relate to teaching aspects of digital citizenship. Include a brief discussion of the ISTE standards that are addressed in the context of your mini-lesson, how the lesson helps to teach digital citizenship, and the ways your assignment addresses culturally responsive teaching.

Submit your completed assignment to the Module 5 folder. If you create any digital resources that cannot be uploaded, copy the URL(s) and paste it/them into a Word document with a brief description of the resource(s) and clear directions for access for your instructor. Upload the Word document as your assignment. Ensure it is well-written, well-organized, and adheres to the *CSU-Global Guide to Writing and APA*.

Module 6

CRITICAL THINKING

What Is your Plan? (90 points)

No matter how carefully you plan the use of technology in your classroom—and no matter how well you feel students will participate and respond—something will go awry. There will also be ethical concerns that you will need to address. Generally, a proactive approach is the best—an approach that teaches expectations and procedures in advance to avoid issues later. This week, think about the technology that is available to the students in your classroom. Consider the grade level and the content you teach. If you are not currently teaching, consider these as they relate to where you aspire to teach. If you have a child in school, you could use his/her school as the context. Revisit the school/district's technology guidelines, student handbook, and/or responsible use policies (RUPs) in preparation for your assignment. Analyze possible obstacles and potential solutions. Include potential ethical concerns as well.

Create a mini-social/ethical lesson that includes an at-a-glance resource that can be used in your classroom and shared digitally. You may organize your at-a-glance resource in a table (as suggested below) or in some other graphical format, perhaps an infographic. At a minimum, include the following obstacles/problems in your analysis.

1. Student misuse/abuse of technology, the school/district network, and/or information.
2. Access issues. How should students access technology, the school network, or online instructional resources, for example? What is the ability of the IT infrastructure to handle multiple students accessing the internet? If your situation permits students to use personal devices, what special considerations are

- involved for accessing the school network and resources? If you plan to use personal devices, you may look ahead as you consider the possibilities.
3. Hardware/software issues (devices/digital tools malfunction or will not connect to the network, devices are not charged, and students cannot remember passwords, for example).
 4. Materials (check to see all online materials you want to use to teach your selected concept/standard are accessible at school. If they are blocked by the school’s firewall, determine why. Re-evaluate if the materials/tools you want to use violate any aspect of CIPA or your school/district’s technology guidelines, student handbook, and/or responsible use policies (RUPs). If you find that your materials/tools are in compliance, what can you do to ensure consistent access to them in your classroom?)
 5. Support—who can you contact if you experience technical difficulties or student misbehavior with the technology tool(s)? If you do not know the name of the person, include the position of the person—for example, the library media specialist or IT tech support.

| Obstacle | Solution | Support Person/ Materials | Ideas to Reduce the Likelihood of Recurrence |
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Be sure your submission has a brief introduction and conclusion. Integrate and cite related course sources in support of your thinking. Look at the applicability of ISTE Standards for Students, themes for Digital Citizenship, and content standards (if applicable). Even though it is a mini-lesson, it is generally more effective to teach social/ethical lessons within the context of your discipline. Submit your completed assignment to the Module 6 folder. If you create any digital resources, copy the URL(s) and paste it/them into a Word document with a brief description of the resource(s) and clear directions for access for your instructor. Upload the Word document as your assignment. Ensure it is well-written, well-organized, and adheres to the *CSU-Global Guide to Writing and APA*.

Module 7

PORTFOLIO REMINDER

As part of your final Portfolio Project, pick a content area lesson *that you are going to teach this week* (during Week 7 of this course). Integrate some form of technology into that lesson and use at least one of your mini-lessons as part of your lesson (or create a new just-in-time social/ethical lesson applicable to the technology you are going to use to address a social or ethical technology issue). As you integrate the technology and your mini-lesson, pay attention to how your students respond. What do you need to cover in more depth? What did they already know or what *did not* they know that you assumed they did?

By teaching your lesson here in Week 7, you will have ample opportunity to compile all the necessary data and updated assignments for your final Portfolio Project submission in Week 8.

Module 8

PORTFOLIO PROJECT

An Analysis of a JIT Lesson and Presentation of a Classroom Toolkit (350 Points)

Your final Portfolio Project has two parts and both are based on all that you learned in this course about social, ethical, and legal issues for 21st century teaching and learning. Early in the course, you created a graphic organizer that contains the “Top 10” rules, policies, and expectations that you and your students need to adhere to as you use technology. You also created a series of mini-social/ethical, just-in-time lessons that included at-a-glance resources that can be used in a variety of situations when you need to teach, re-teach, or remind students about specific policies, expectations, AUPs/RUPs, and/or procedures regarding technology use. The lessons and resources you developed should be applicable to the content area(s) and grade level(s) you teach or aspire to teach. During Module 7, you were to teach one of these lessons. Based on that teaching experience then, for Part 1 of your Portfolio Project, write a 3-5 page analysis and include the following:

1. A brief introduction (1-2 paragraphs) about the benefits of using just-in-time mini-lessons and at-a-glance resources.
2. What worked well in your mini-lesson?
3. The kinds of questions students had around your topic and how you addressed them.
4. How you plan to integrate just-in-time teaching around technology in future lessons.
5. How you integrated curriculum standards with ISTE standards to teach both in a single lesson.
6. If you did not integrate both curriculum and ISTE standards, how might you approach such an integration of standards in future lessons?
7. A 1-2 page reflection on the social, ethical, and legal issues you feel your students and/or district face. Include implications for culturally responsive teaching.
8. Support your analysis with at least four scholarly resources. These should be integrated and cited throughout the analysis and included, in APA format, in a references section for your analysis.

For Part 2 of your final Portfolio Project, create a *Classroom Toolkit* that aligns with the technology policies/expectations of your school/district, student handbooks, and acceptable and/or responsible use policies in your school/district. Your *Classroom Toolkit* should be packaged in a way that makes it easily accessible to students, parents, colleagues, or any related stakeholder group across the district (for example, through a class or school website, a parent portal, or a link to a Google doc). An electronic *Classroom Toolkit* is a dynamic tool that you can easily update as changes are made to district/school policy or related standards and resources, for example. As you finalize your toolkit, think about ways your at-a-glance resources and your understandings from the course can make the technology policies and responsible use policy (the RUP/acceptable use policy (AUP)) of your school/district more understandable to your students and parents.

Your *Classroom Toolkit* should include:

1. A table of contents (TOC). Ideally, the TOC will include hypertext links to specific sections of the toolkit.
2. A brief introduction that helps users (for example, students and parents) relate the contents of the toolkit to school/district policies, ISTE standards, and themes of digital citizenship. You do not necessarily need to re-state district policies; rather, you may use hypertext links to reference them.
3. Graphics that serve to enhance understanding and interest (you might even consider ways to use graphics as hypertext links in the table of contents or throughout other areas of the toolkit).
4. The graphic of the “Top 10” rules that you created in Module 2.
5. Each of the at-a-glance resources that were developed as part of your just-in-time lessons.
6. A references section, with hypertext links to sources cited and used throughout the toolkit.
7. A presence on your professional website, your classroom website, a parent portal, or your learning management system. Note: If you are currently teaching and link the *Classroom Toolkit* to a system that requires a password/username, be sure your instructor can access your Toolkit. Whether you are currently teaching or not, feel free to link your *Classroom Toolkit* to an existing professional website.

There is no required length for the *Classroom Toolkit*, but you should ensure each required component as listed above is included. Support the various components of your project with at least four credible sources and format all citations according to the *CSU-Global Guide to Writing and APA*.

For both parts, ensure that you have used feedback from your instructor to make appropriate revisions to your ‘Top 10’ and all ‘at-a-glance’ resources. Make sure your Portfolio Project is well-organized, thorough, and contains all required components. Ensure you are writing and citing scholarly sources per *the CSU-Global Guide to Writing and APA*.

Remember to include the URL to your *Classroom Toolkit* in Part 1 of your Portfolio Project. You may submit Part 1 as a Word document, a Google doc, or embed it on your website. If you choose to share both Parts 1 and 2 via a website, you may submit a Word document that includes the URL and navigation instructions for your instructor. Be sure you are clear about the links your instructor should use to locate both components of your final Portfolio Project.

Course Policies



Course Grading

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

Grading Scale and Policies

| | |
|----|---------------|
| 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 |

In-Classroom Policies

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/re-purposing your own work (see the *CSU-Global Guide to Writing and APA* for the 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 and APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document 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 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.