

Course Syllabus for MKT 3500: Marketing Tools Fundamentals

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Course: MKT 3500 1.0.(1) Marketing Tools Fundamentals
Book: Course Syllabus for MKT 3500: Marketing Tools Fundamentals

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Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

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Instructor & Course Information

MKT 3500 Marketing Tools Fundamentals (3 credit hours)

Instructor: Dan Hamilton Rice, PhD

Phone: (225) 578-8788

drice@outreach.lsu.edu

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within two business days.

Catalog description: The proliferation of the internet, social media, and mobile channels is revolutionizing marketing techniques around the world. This course is intended to provide students with cutting-edge technological expertise to keep pace by focusing on the internet, social media, and mobile marketing techniques. Students, by the end of the semester, are expected to have acquired the knowledge, skills, and experience to conduct a marketing campaign in each of these cutting-edge media.

Pre/co-requisites: Credit or registration in MKT 3401.

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Define digital marketing (e-marketing), e-business, and e-commerce, and explain how they relate to and differ from each other. (Course Outcome 1)
2. Apply e-marketing terminology to explain and attain marketing objectives. (CO 2)
3. Analyze key performance metrics for e-marketing. (CO 3)
4. Explain the different components of the internet and how they function together to allow interaction between people and technology. (CO 4)
5. Describe characteristics of online consumers, including major segments, and explain how they differ from offline consumers. (CO 5)
6. Analyze the results of digital marketing campaign elements. (CO 6)
7. Integrate digital marketing/e-marketing components into an overall marketing strategy, including the use of e-marketing tools for research, customer contact, segmentation, targeting, and positioning. (CO 7)
8. Develop a digital marketing campaign, including website, SEO, SEM, AI, and mobile components. (CO 8)
9. Examine the ethical dimensions and practical advantages surrounding the integration of AI technology into marketing practices. (CO 9)

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: Digital Marketing Evolution and Metrics

1. Describe the origin of the internet and key features in its evolution that have helped shaped its influence on consumers, business, marketers and society (Course Outcome 1, CO3, CO4)
2. Describe how the critical hardware and software components of the internet function together (CO3, CO4)
3. Define key internet and E-Marketing terms (CO1, CO3, CO4)
4. Identify the objectives of a website (CO1, CO2)
5. Identify the main e-business models at the activity, business process, and enterprise levels (CO1, CO2)
6. Explain how to use key performance metrics and the Balanced Scorecard to measure e-marketing performance (CO1, CO3, CO6)
7. Identify the three main goals of any E-Marketing Strategy (CO1, CO2)

Module 2: Understanding the Online Consumer: Behavior and Research

1. Describe the internet exchange process and the technological, social/cultural and legal context in which consumers participate in this process (CO2, CO4, CO5)
2. Outline the broad individual characteristics, psychology, and consumer resources that consumers bring to the online exchange (CO4, CO5)
3. Describe the main internet-based approaches to primary research and their associated challenges (CO2, CO3, CO7)
4. Describe several ways to use the Web for gathering desired information (CO7)
5. Explain how the concepts of big data, cloud computing, and AI are used in digital marketing (CO2, CO5, CO7)

Module 3: Identifying and Attracting the Online Consumer: Segmentation, Targeting, Positioning and Promoting Online

1. Explain why and how e-marketers use market segmentation to reach online customers (CO2, CO5, CO7)

2. Outline several types of internet usage segments and their characteristics (C07)
3. Discuss the differences among owned, paid, and earned media (C02, C04, C07)
4. Identify metrics marketers can use to evaluate owned, paid, and earned media performance (C03, C06)
5. Explain various ways in which marketers can reach target audiences through mobile advertising and paid media (C05, C07)
6. Describe the five levels of user engagement in the context of earned media (C05)
7. Explain how a company can build, maintain, monitor, and repair its reputation online (C02, C03, C07)

Module 4: Optimal Web Design, Inbound Marketing & E-Commerce

1. Utilize multiple design philosophies to design webpages for maximum conversion rate (C02, C03, C06, C07, C08)
2. Identify critical webpage design elements (C07, C08)
3. Apply webpage and ad matching principles using various landing page formats to encourage conversion (C02, C06, C07, C08)
4. Explain how inbound marketing differs from outbound marketing (C02)
5. Apply concepts and create successful marketing campaign components (C07, C08)
6. Describe why particular metrics are of interest to online retailers and their distribution strategy (C03, C06)
7. Explain the steps involved in creating an eCommerce platform in any digital marketing campaign (C01, C02, C07)

Module 5: Search Engine Marketing (SEM) & Search Engine Optimization (SEO)

1. Distinguish between search engine marketing (SEM), search engine optimization (SEO), and paid search marketing (C02, C06, C07, C08)
2. Explain the difference between on-page and off-page (onsite vs. offsite) and Technical SEO types (C02)
3. Describe how search engines discover, index, and rank web content, including recent changes due to AI (C02, C04, C07)
4. Expound the process of choosing worthwhile keywords for a website to target in its search engine optimization efforts (C02, C03, C04)
5. Identify possible technical, content, and design issues that could be impeding a website's rankings (C06, C07)
6. Suggest changes in a website's keywords that will improve its search engine rankings (C06, C08)
7. Analyze the effectiveness of an existing search engine advertising campaign (C06, C07, C08)

Module 6: Mobile and Email Marketing

1. Identify key factors that differentiate mobile usage (and users) from desktop usage (and users) (C02, C05)
2. Describe the main steps in planning and executing an email marketing campaign (C02, C07)
3. Explain key performance indicators (metrics) in the context of email and mobile campaigns (C03)
4. Describe a variety of mobile messaging channels and applications, from SMS to mobile commerce (C02, C04)
5. Describe the role of mobile in a holistic marketing strategy (C02, C07)
6. Evaluate the impact of artificial intelligence (AI) on mobile and email marketing strategies (C08, C09)
7. Describe best practices for privacy, compliance, and ethical engagement in mobile and email marketing (C09)

Module 7: Artificial Intelligence (AI) in Marketing

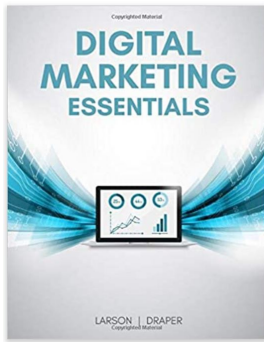
1. Explain the foundational principles of AI technologies and their marketing applications (C02, C03, C08)
2. Optimize a digital marketing campaign for maximum profitability through use of AI, including generating high-performing text and images (C02, C03, C08, C09)
3. Explore the ethical considerations and potential biases inherent in AI-driven marketing strategies (C02, C03, C08, C09)
4. Develop critical thinking skills to assess the ethical implications of using AI technologies in marketing campaigns, considering factors such as cultural sensitivities, societal norms, and the potential for unintended consequences (C02, C03, C08, C09)

Course Materials and Resources

Required Materials

The following materials are required for this course:

1. J. Larson and S. Draper. *Digital marketing essentials + Simternship*. Stukent Inc. (Evergreen Edition—Updated annually).



This course requires a subscription to Stukent for readings plus completion of module activities that are linked in each module. Please see Module 2 for the access to the appropriate course content, including both the textbook and the Simternship.

Note: A marketing certification is available through the Stukent platform as part of your software access. While this certification is **not required for the course, you are welcome to complete it independently and add it to your LinkedIn profile.*

2. R. D. Frost, A. Fox, and T. Daugherty, *eMarketing: Digital marketing strategy (9th ed.)*. Routledge, **2023**.

Paper or Digital acceptable: ISBN 9781032161495 [Paperback]; 9781003247319 [Digital]



- From publisher, [Routledge \(Taylor & Francis Group\)](#)

3. T. Kliphuis, D. Solomons, and M. Wadley, *eMarketing: The essential guide to marketing in a digital world (7th ed.)*. Red & Yellow, 2022.

Free downloadable PDF:

- [From publisher Red & Yellow](#)—requires free registration
- [From UMN Open Textbook Library](#)—requires no registration



Ordering Information

Please review the following tips for ordering your course materials:

1. Courses with special access codes (Stukent) require that students use the direct links to the publisher's site.
2. Always order by the ISBN. Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
3. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

Supplemental Materials

Access to *Forbes* Articles

This course includes several required readings from Forbes.com. Depending on your reading pace and the number of free articles available to you each month, you may need a *Forbes* subscription to access all assigned content. We recommend visiting Forbes.com to review your current access options and determine whether a subscription is needed based on your reading habits throughout the course.

Privacy and Accessibility

Please be aware that in using your Stukent course materials, certain information may be collected and used in other locations. For details, see [Stukent's privacy policy](#).

If you have concerns about accessibility or would like to request accommodations, contact Stukent's support at support@stukent.com. You can read about Stukent's accessibility features on their [Accessibility page](#).

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at Answers@outreach.lsu.edu or call (225) 578-2500. Be sure to mention your name, course number, and section.

Information About Tools in This Course

For this course, we will be using Stukent for both the courseware and a simulated internship called Stukent Simternship®.

1. **Join the Course:** Log in to Moodle and follow the related instructions on [Stukent's instructions for Accessing Course Materials](#).
2. **Create an Account:** The instructions provided in Step 1 will also cover how to create a Stukent account after finding the Stukent materials in Moodle
3. **Best Practices for Accessing the Course:**
 - Always use a laptop or desktop—avoid tablets and mobile devices.
 - Stukent recommends using Google Chrome (or an Incognito Chrome window) for the best experience.
4. **Need Help?**
 - If you encounter any issues during registration or while accessing your Stukent account, please contact Stukent Support directly:
 - Phone: 1-855-788-5368 (available Monday–Friday)
 - Email: support@stukent.com (available 7 days a week)
 - You can also check their [Support Page](#) for operating hours and additional help.

For additional guidance on how to use the Stukent platform, including helpful videos and tips for success, visit the [Stukent Course Startup Guides](#).

Grading and Coursework

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. $135 \div 7$ modules = approximately 19 hours per module. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate. In other words, if you submit multiple assignments on the same date, your instructor may be unable to provide feedback and grade all of them within the expected 7-day response time.

If you have a particularly urgent grading request, please email the instructor directly as early as possible to alert the instructor of your constraints.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters, you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

Grade Breakdown and Grading Scale

You must pass the final exam to pass the course.

If you pass the final exam your course grade will be calculated as follows.

This course uses a points-based grading system. This method simply adds up all of the possible points in a course. For example, if there are a total of 1000 points possible in this class, then a student's score is calculated by accrued points/possible points. (For example, since this course has a possible 1760 points, if you earn 1530 points, your grade will be computed as $1530/1760 = 86.9\%$.)

Grading Breakdown

Component/Assignment	Number of Components	Points Per Component	Total Points
Introduce Yourself	1	5	5
Lessons	10	10	100
Reflections	2	10	20
Quizzes	2	15	30
Assignments: • How much of your information is on the internet? (Module 2) • Google Ads Display Certification (Module 3) • Inbound Marketing, Hubspot Certification Part 1 (Module 4) • Google Ads Search Certification (Module 5) • Email Marketing, Hubspot Certification Part 2 (Module 6) • Google Intro to AI Badge (Module 7)	6	25-50 each	255
Simternship Simulations	10	100	1000
Mid-Course Exam (Proctored)	1	100	100
Final Project	1	150	150
Final Exam (Proctored)	1	100	100
Totals:	28		1760

LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+
93%–96% = A
90%–92% = A-
87%–89% = B+
83%–86% = B
80%–82% = B-
77%–79% = C+
73%–76% = C
70%–72% = C-

67%–69% = D+

63%–66% = D

60%–62% = D-

0%–59% = F

Lessons

In each module you will complete adaptive lesson activities that test your knowledge of the basic concepts presented in the module lecture videos and readings. These may follow a linear progression or a branched scenario. They are practice exercises to help you apply what you have learned in each module.

You may complete lessons as many times as you like.

PLEASE NOTE: The SIMTERNSHIP IS NOT CONSIDERED A LESSON - Each round of the simternship can be completed only once!

Directions

In each module, click on the lesson title to begin. You will be directed to a series of pages containing either content, reflection activities or questions. On question pages, you will be required to make a choice or answer a question. Your answers/choices will determine the page you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. If you answer correctly, you will proceed to the next question or content page.

Quizzes

Content

Some modules contain a short quiz that will test your knowledge of the information covered in the readings, videos, and other module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

Timing and Takes

Please see each quiz for timing restrictions.

You can take each quiz twice. The intent of each quiz is for you to check your own knowledge before moving on.

It is suggested to take each quiz first without using any resources. Then check your score to see what you know and what might still be muddy. Go back and review your resources and then take the quiz again, with resources as needed. The goal is to get a perfect score or close to perfect the second time.

Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit.

Note: The certification exams for Google and Hubspot are not considered quizzes. *Each of these may only be taken once within a specified timeframe. If you do not achieve a passing score, please wait the allotted time before re-attempting the assessment.*

Reflections

There are a few reflection assignments where you will be required to discuss your thoughts on a particular topic. These are intended for a deeper understanding of the content using critical thinking. Your contributions should be thoughtful, concise, and address the prompt fully.

Assignments

The course is focused on developing skills that will allow you to create and manage effective digital marketing campaigns. With this main goal in mind, the intent of assignments is to practice what you are learning through simulations and obtain professional certifications. Essentially, it is learning by doing in a controlled environment to allow you to practice in a relatively low-risk environment.

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignments.

Final Project

This course was designed to give you the understanding and ability to analyze data, which will allow you to create successful digital marketing strategies and campaigns. Building on what you've learned about display ads and AI technology, in this Final project, you will use AI engines of your choice to create a new display ad campaign. You can use ChatGPT by OpenAI for text and images if you don't have other AI preferences. However, you might be limited in the amount of stuff you can use daily for free with ChatGPT, so feel free to use any GenAI for text and images that is convenient and economical for you.

The campaign should be for a specific product sold by MKT3500SupplyStore.com (a fictitious website for this class's store carrying your chosen items). Follow the steps below to complete your assignment. Use this document as a place to enter all your answers in the appropriate places. Modify the spaces as necessary, but please do not modify the heading structures, as I use them for grading guides.

Directions

Click on the assignment title in the final module, where you will find instructions for completing and submitting your assignments.

Grading

This rubric shows exactly how your Final Project will be graded (total of 150 points). Use it as a checklist to make sure your work meets the expectations at the highest level.

- Each step of the assignment has a maximum point value.
- Descriptions under each performance level (Not Completed → Excellent) explain what's required.
- Aim for the Excellent column—it describes what a complete, clear, and well-developed response looks like.
- If your work falls between two levels, partial points may be given.
- Review each step carefully before submitting to make sure you've included all key elements.

Tip: The more specific, detailed, and thoughtful your responses are, the closer you'll be to full points.

Grading Rubric

Criteria	Not Completed (0)	Poor	Fair	Good	Excellent
Product Choice (5 pts): Product selection clarity	No product choice provided	3 pts: Unclear or unrelated	4 pts: Provided but lacks clarity	4.5 pts: Clear and related	5 pts: Clear, specific, with relevant details
Initial Value Propositions (10 pts) Quality & clarity of initial value props	None provided	6 pts: Only one or unclear/irrelevant	7 pts: Two provided but lack relevance or clarity	9 pts: Two relevant and clear	10 pts: Two highly relevant, well-articulated, with AI explanation
Revised Value Propositions (20 pts) Quality of revisions & documentation	None provided	12 pts: Minimal revisions, little improvement	14 pts: Some revisions, limited improvement	18 pts: Clear improvement with well-documented prompts	20 pts: Substantial improvement, thorough prompts, detailed explanations
Image Generation (20 pts) Quality & relevance of images	None provided	12 pts: Irrelevant or poor quality	14 pts: Relevant but low quality/creativity	18 pts: Relevant, good quality, supports value props	20 pts: High quality, creative, highly relevant, well-documented AI usage

Criteria	Not Completed (0)	Poor	Fair	Good	Excellent
Target Market Determination (20 pts) Appropriateness & rationale of targeting	None provided	12 pts: Poor settings, no rationale	14 pts: Selected but minimal rationale	18 pts: Well-chosen with clear evaluation	20 pts: Excellent selection with comprehensive, insightful justification
Final Display Ad (30 pts) Design, coherence, inclusion of elements	None provided	21 pts: Poor design, missing key elements	24 pts: Includes elements but lacks coherence/effectiveness	27 pts: Well-designed, coherent, includes all elements effectively	30 pts: Highly professional, cohesive, compelling; all elements seamless
Reflection & Evaluation (45 pts) Depth, detail, insight of reflection	None provided	27 pts: Incomplete, lacks depth	36 pts: Covers all questions, minimal details/insights	40.5 pts: Comprehensive, specific, thoughtful insights	45 pts: Thorough, detailed examples, clear challenges/surprises, strong future improvements

Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. The final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam. Carefully read the following information, which is also listed in the assessment modules in your course. Navigate to the exam module when you are ready to take your exams. All exams are proctored.

Testing Rules

- Exams require that all preceding module assignments be completed and graded (for the final).
- You will have:
 - two hours to complete the mid-course exam, and
 - three hours to complete your final exam.
- Exams will be administered under the supervision of a proctor.
- No restroom breaks are allowed.

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

To help you prepare for your exams and understand the proctoring process, please expand and review the following sections:

- ▶ Mid-Course Exam
- ▶ Final Exam
- ▶ Proctoring Information: Honorlock
- ▶ Proctored Exam Reviews

Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online Distance Learning \(ODL\)](#). For a complete list of our program policies, visit our [Policies page](#).

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

Academic Integrity

Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible for a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any costs involved in having an exam supervised.

If ODL has any questions or concerns about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No. 110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

Guild students: if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.

 [Request an extension](#)

Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.

To close this book and return to the Welcome! module, click on the course title at the top of page.