

Course Syllabus for GEOG 1001: Human Geography: Americas and Europe

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Printed by: Tim Knoff

Course: GEOG 1001 3.0.(1) Human Geography: Americas and Europe

Date: Friday, October 31, 2025, 1:43 PM

Book: Course Syllabus for GEOG 1001: Human Geography: Americas and Europe

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

GEOG 1001: Human Geography: Americas and Europe (3 credit hours)

Instructor: Dr. Cher Foster

Email: cfost34@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 24 hours.

Catalog description: Principal themes of human geography, including the spatial distributions and interactions of culture, history, economy, population and environment, with a regional emphasis on the Americas and Europe.

Pre/co-requisites: none

Geography pursues an understanding of how phenomena on the earth are distributed, how they change over time, and how they interact. Geography's basic tool kit consists of concepts everyone is familiar with, like location, place, space, distance, direction, region, boundaries, and time. These tools help us to understand what we see in the landscape, to interpret the patterns and processes that we encounter every day, and to basically make sense of the world. Geography's purview, then, involves the earth's atmosphere, land surface, oceans, and its inhabitants.

Integrative Learning Core

This course is an integrative learning core (ILC) course. Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU ILC curriculum is designed to develop student abilities to transfer their learning to new situations and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR Area of Social/Behavioral Sciences and provides students experience with the [ILC proficiency of Intercultural Knowledge and Competence](#).

Image Credits

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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 the discipline of human geography and identify its key concepts, terminology, theory, and methods.
2. Develop the skills and vocabulary to recognize, describe, and compare the environmental, demographic, cultural, political, economic, and social patterns of the Americas and Europe.
3. Apply tools of spatial analysis to represent the cultural diversity and global interconnection of the regions of the Americas and Europe.

Module Topics and Learning Objectives

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

Module 1: Introduction to Geography Part 1

1. Identify the focus of geography and the two main branches of the discipline (Course Outcome 1)
2. Demonstrate an understanding of the tools geographers use to study the earth's surface (CO 1)
3. Identify regions and locations on maps and recognize the common features of maps (CO 3)
4. Recall how climate and human habitation are related and distinguish between the main climate types (CO 2)

Module 2: Introduction to Geography Part 2

1. Distinguish between the concepts of culture and ethnicity (CO 2)
2. Explain why characteristics of populations are important for the study of geography (CO 1)
3. Outline the relationship between urbanization and family size (CO 1)
4. Show how rural-to-urban shift relates to industrialization and the change in rural populations (CO 3)
5. Identify the factors that have precipitated and accelerated globalization (CO 3)

Module 3: Europe

1. Recall Europe's physical geography, landforms, and boundaries (CO 3)
2. Name the regions within the European Realm and identify countries and locations within each region (CO 3)
3. Identify the population and migration challenges facing modern Europe (CO 2)
4. Recognize how European colonialism changed or influenced other countries (CO 2)
5. Demonstrate a knowledge of the European Union and how it plays a part in our world today (CO 2)

Module 4: Russia

1. State the primary physical traits of the Russian realm, including climate, physiographic regions, its enormous size, and the importance of these factors to understanding its human geography and demography (CO 3)
2. Identify the locations of major cities, landforms, and bodies of water (CO 3)
3. Recall the issues Russia is experiencing with population (CO 2)
4. Identify the characteristics of communist, socialist, and capitalist economies (CO 1)

Module 5: North America

1. Recall the processes and patterns of urbanization in North America, the continuing internal migrations, and the challenges presented by the increasingly multicultural nature of the realm's human geography (CO 3)
2. Identify the physiographic regions and geology of North America (CO 2)

3. Recognize the various theories on early human migration to North America and a basic timeline of North America prior to 1492 (CO 1)
4. State where most Canadians live and why, and how early colonialism affected the culture (CO 2)

Module 6: Middle America

1. State the physical geography of Middle America and the challenges it presents to the people (CO 3)
2. Relate the impact of European colonialism on Middle America (CO 2)
3. Identify the characteristics of the early civilizations and how those civilizations impact the region today (CO 2)
4. Name the challenges that the cultural and political fragmentation of this realm present to economic development and integration (CO 2)

Module 7: South America

1. State the main physical features and characteristics of South America and identify the countries of the continent (CO 3)
2. Recall how colonialism impacted each region (CO 2)
3. Name the characteristics of the Inca empire and the legacy of the empire today (CO 2)
4. Recognize what CARICOM is and how it is similar and dissimilar to the EU (CO 2)
5. List the economic, cultural, population, and physical challenges faced by each of the five regions (CO 2)

Course Materials and Resources

Required Materials

The following materials are required for this course:

- [*World Regional Geography: People, Places, and Globalization v3.0*](#) by Royal Berglee ISBN (digital): 978-1-4533-3919-0
- *Goode's World Atlas v23* by Rand McNally ISBN 13: 9780133864649
- [Access to Google Earth](#)
- Other media required for individual Modules will be provided within the Module itself

Other Materials and Resources

Software: Adobe Acrobat Reader, Microsoft PowerPoint, Microsoft Word

- You must use a recent version of MS Word to view course documents.
- We recommend that you use Mozilla Firefox or Google Chrome as your web browser. Microsoft Edge is not compatible with your Moodle course site.
- Adobe Acrobat Reader is required to view PDF document files.

Hardware: Web cam with a microphone (built-in or external), headphones or working speakers, and high-speed internet

- Proctored exams are completed online and require the hardware listed above. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment prior to enrolling in this course to make sure they have the necessary resources available. There is a separate charge for each proctored exam.
- Technical Requirements: [Click to read the technical requirements for ProctorU](#)
- Equipment Test: [Click to test your equipment for ProctorU](#)

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

The following tools are used in your course. Read this information carefully to find technical information and assistance.

[Google Earth](#)

Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. 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.

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 earn a passing average on the examinations in order to pass this course.

To receive credit for this course, you must earn a cumulative of 120 points out of the 200 possible points on the two exams.

- This course includes two exams. The mid-course examination will cover modules 1–4 and the final examination will cover modules 5–7.
- The two exams may consist of any of the following:
 - multiple choice
 - matching
 - short essay questions
- Sufficient preparation should be made prior to attempting each of the examinations.
- The exams are worth 100 points each.
- You will have a maximum of three hours to complete each exam.

Grade Calculation

If you earn a passing average on your exams, your grade will be calculated as follows:

- Quizzes = 20 points each (7 quizzes x 20 points = 140 points)
- Writing Responses = 30 points each (7 responses x 30 points = 210 points)
- Exams = 100 points (2 exams x 100 points = 200 points)
- Total = 550 points
- You may calculate a percentage grade by taking the total points you have earned and divide by the total points possible and moving the decimal point 2 places to the right:
 - Example: 498 points earned / 550 total points = 0.905 = 90.5%

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

Grades will be determined based solely on this grading scale. There will be no opportunities for bonus or extra assignments.

IMPORTANT

The final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

- You must have been enrolled in the course for at least three weeks, regardless of when the modules and other exams are completed.
- You must have a grade posted in the Moodle grade book for the Module 7 Assignment in order to unlock access to the Final Exam. Please allow at least 7 days for the final assignment grade to be posted in the gradebook.

[Click to read the full exam policy and other policy statements](#) and follow the instructions below.

- Go to Continuing Education's homepage. Click on Extended Campus, select Online Distance Learning, and then click the link for Guidelines and Policies.

Quizzes

Quizzes

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

Timing and Takes

You can take the quiz 2 times, and you will be given 30 minutes. If you take the quiz twice, the higher grade will be considered the final grade for the quiz.

Grading and Review

Each quiz is worth 20 points. Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

Assignments

Purpose of the Assignment

Each module contains a short writing assignment to test your knowledge of the information covered in the readings/videos/module resources. Click on the assignment title in each module, read the instructions, and begin your attempt. Please use the text box provided to submit your responses.

The assignments are intended to assess your knowledge of the material in each module beyond simple memorization. You must use critical thinking skills to complete these assignments.

Directions

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

Submission Guidelines

Submit your writing response in the text box or as a Word or PDF file. Each response should be between 500-750 words unless otherwise stated. You are only allowed to submit the writing assignment once. There is no time limit for these assignments.

Note: You must click the "Submit" button after uploading your file or it will remain in draft mode.

Grading Table

You will be graded according to the following criteria. Each writing assignment is worth 30 points. Your assignment will be graded by your instructor within 7 business days of submission.

Criteria/Points	10	8	6	4	2
Assignment Goals & Level of Content	Excels in responding to assignment; goes beyond assignment to explore implications of arguments or evidence in new or insightful ways; Main points well developed with high quality and quantity support; reveals high degree of critical thinking; provides good evidence and explanation to convince	A solid paper, responding adequately to assignment; uses geographical principles/ information well; Main points well developed with quality supporting details; critical thinking is evident in many points; Uses good information appropriately	Vaguely responds to assignment; weak and not effective; may not completely grasp geographical principles; Main points are present with limited detail and development; some critical thinking is evident; Often uses generalization to support points; some information may not be relevant; lapses in logic	Does not respond appropriately to the assignment; paper is vague; only minimally grasps geographical concepts; Main points lack detailed development; ideas are vague with little evidence of critical thinking; Heavy use of clichés or over-generalizations for support	Does not respond to the assignment; lacks basic information; does not grasp any geographical concepts; Main points are not developed; no evidence of critical thinking; Uses irrelevant details; lacks supporting evidence; may not be written in own words

Grammar, Mechanics, & References (when necessary)	Free of spelling, punctuation, and grammatical errors; All required references and in-text citations are present and are done properly	Contains a few errors, but they do not impede understanding; All required references and in-text citations are present but are not all done properly	Contains several mechanical errors, but does not impede overall understanding; Not all of the references and in-text citations are present, but they those that are, are done properly	Contains several mechanical errors that impedes reader's understanding; Not all of the references and/or in-text citations are present, and those that are, are not done properly	Has too many mechanical errors to understand the author's message; No references or in-text citations are provided
Organization & Style	Integrates information well in the paper instead of listing it; shows outstanding style going beyond general college level	Attains college level writing with variety in tone, sentence structure, and rhetorical devices used to enhance content	Ideas are arranged randomly rather than logically; approaches college level	Random organization, lacking paragraph/sentence coherence; minimal variety in sentence structure, diction, etc.	Poor organization; mostly in elementary form with little or no variety in sentence structure, diction, or rhetorical devices

Self Check Exercises

In this series of exercises, you will explore the fundamentals of geographic reference systems, absolute location, and digital mapping technologies. Through hands-on activities, you'll develop the skills needed to read, interpret, and apply latitude and longitude data while also building familiarity with modern tools like Google Earth. You will also use Goode's World Atlas (23rd Edition, Rand McNally; ISBN-13: 9780133864649) to support your learning.

Each module includes two parts:

- Locational Mapping – practice identifying and marking specific places.
- Regional Mapping – practice recognizing broader geographic patterns and relationships.

■ Note: Module 1 will include three introductory exercises that focus on Geographic Lines on the World Map, getting acquainted with the atlas, and practicing basic navigation in Google Earth.

These activities are found in the Moodle Resource Book for each module. They are designed to reinforce both conceptual understanding and technical proficiency—skills that will be essential throughout the course. They are not graded and serve as practice opportunities to strengthen your ability to analyze maps in a low-stakes environment.

Together, these exercises provide a foundation for spatial awareness, critical thinking, and geographic inquiry. You are encouraged to take your time, explore the tools, and reflect on the relationships between place, space, and scale.

Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and 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 exam module(s) in your course. Navigate to those exam modules when you are ready to take your exams.

Content

The midcourse exam covers modules 1-4. The final exam covers modules 5-7. Each exam may consist of any of the following: multiple choice, matching/identification, short answer/essay. To receive credit for this course, you must earn a cumulative of 120 points out of the 200 possible points across the Midcourse Exam and Final Exams.

Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- No other paper is allowed.
- No additional materials are allowed for the exam beyond a computer, headphones, and a microphone.

Note: When the course expires, you will no longer have access to the course or exam materials. If you are in the middle of an exam and the course expires, you will be dropped out of the exam

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

Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- [Technical Specifications](#): provides specifications and a link to [test your equipment](#)
- [How It Works](#): video explaining testing process
- [Getting Started](#): instructions for first time users
- [Contact Us](#): provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more

information about scheduling and premium fees.

Proctored Exam Reviews

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

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 of 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](#).

Plagiarism and Citation Method

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook. It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use either MLA, APA, or Chicago. Instructions are provided on proper citing methods in Module 2. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the "References" function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the "References" function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability 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 cost involved in having an exam supervised.

If ODL has any question or concern 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.](#)

Integrative Learning Core

This course is an integrative learning core (ILC) course. Integrated learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU ILC curriculum is designed to develop student abilities to transfer their learning to new situations and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR Area of Social/Behavioral Sciences and provides students experience with the [ILC proficiency of Intercultural Knowledge and Competence](#).

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.

 [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.