

## Course Syllabus for GEOG 1003

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Course: GEOG 1003 3.0.(1) Human Geography: Africa and Asia

Book: Course Syllabus for GEOG 1003

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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

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

Instructor: Dr. Cher Foster

Email: [cfost34@lsu.edu](mailto: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 two business days.

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 regions of Africa and Asia.

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**

Unless otherwise noted, all images used throughout this course are sourced from [Shutterstock](#) and are licensed for educational use. Any exceptions will be clearly identified with appropriate attribution.

## 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 Africa & Asia
3. Apply tools of spatial analysis to represent the cultural diversity and global interconnection of the regions of Africa & Asia.

### Module Topics and Learning Objectives

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

#### Module 1: Introduction to Geography

1. Identify the focus of geography (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 by using common features of maps (CO 1, 2)
4. Recall how climate and human habitation are related (CO 2)
5. Define the concepts of culture and ethnicity (CO 2)
6. Recognize why features of populations are important to geography (CO 1)
7. Identify the factors that have precipitated and accelerated globalization (CO 1, 3)

#### Module 2: Sub-Saharan Africa

1. Identify the major regions, boundaries, and defining characteristics of Sub-Saharan Africa (CO 2, 3)
2. Evaluate the impacts of European colonialism on modern political boundaries, ethnic tensions, and economic dependency (CO 2, 3)
3. Assess post-independence challenges facing Sub-Saharan African nations related to governance, regional cooperation, and sustainable development (CO 2, 3)
4. Explain and analyze demographic trends in Sub-Saharan Africa, and assess how these trends affect economic development and urbanization (CO 2)
5. Identify the key environmental challenges in Sub-Saharan Africa and understand their links to climate patterns and human activity (CO 2)

#### Module 3: North Africa, Southwest Asia, & South Asia

1. Identify the geographic extent and internal regional divisions of the region (CO 2)
2. Recognize the shared climatic, religious, and resource-based characteristics that unify the realm (CO 2, 3)
3. Analyze the significance of early cultural hearths in Mesopotamia and the Nile River Valley and evaluate how access to water shaped early urbanization, political power, and long-term cultural development (CO 2)
4. Evaluate contemporary geopolitical conflicts in the realm by connecting physical geography, demographics, religion, and political power (CO 2, 3)
5. Explain how religious traditions and historical processes have shaped cultural landscapes in South Asia (CO 2, 3)
6. Identify major cities and features on a map and evaluate the various economic development patterns of the region (CO 2, 3)

## Module 4: East Asia

1. Describe the physical geography of East Asia and its influence on human settlement and economic activity (CO 1, 2)
2. Explain the cultural foundations of East Asia, including key belief systems and social values (CO 2)
3. Analyze demographic trends such as aging populations, migration, and urbanization (CO 2)
4. Compare political and economic systems across China, Japan, and the Koreas (CO 1-3)
5. Evaluate East Asia's role in the global economy and international trade networks (CO 3)
6. Assess geopolitical tensions in the region and their potential global consequences (CO 2, 3)

## Module 5: Southeast Asia

1. Describe the cultural diversity of Southeast Asia, including language families, religions, and ethnic groups (CO 2)
2. Analyze the impacts of colonialism and Cold War geopolitics on contemporary Southeast Asian nations (CO 2, 3)
3. Examine patterns of economic development and regional inequality (CO 1-3)
4. Evaluate urbanization trends and rural-to-urban migration processes (CO 1, 2)
5. Assess environmental challenges such as deforestation, climate change, and coastal vulnerability (CO 2)

## Module 6: Australia &amp; New Zealand

1. Describe the physical geography and relative isolation of Australia and New Zealand. (CO 1, 2)
2. Explain the cultural and historical significance of Indigenous populations in the region (CO 2, 3)
3. Analyze population distribution and urbanization patterns (CO 1-3)
4. Evaluate key economic activities, how they are related to the environmental conditions of the realm, and their integration into global markets (CO 2, 3)
5. Assess contemporary political and social issues, including Indigenous rights and immigration (CO 2, 3)

## Module 7: The Pacific Realm &amp; Antarctica

1. Identify the geographic characteristics of the Pacific Islands and Antarctica (CO 2)
2. Describe cultural traditions and social organization in Pacific Island societies (CO 2, 3)
3. Analyze political structures and colonial legacies across the Pacific region (CO 2)
4. Explain the scientific and geopolitical importance of Antarctica (CO 2, 3)
5. Evaluate the impacts of climate change on Pacific Island nations and polar environments (CO 2, 3)
6. Assess the effects of globalization on small island economies and cultures (CO 3)

## Course Materials and Resources

### Required Materials

The following materials are required for this course:

- Royal Berglee. [\*World Regional Geography: People, Places, and Globalization v3.0\*](#). ISBN (digital): 978-1-4533-3919-0
  - Note: If you have taken GEOG 1001, you may already have access to this text.
- Other material in the form of journal articles, websites, videos, etc. will be made available through Moodle.

### 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.

### Recommended Supplemental Materials

- *Goode's World Atlas*. 23rd ed. Pearson, 2016. ISBN 13: 9780133864649

## 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](mailto: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

To receive credit for this course, you must have a passing average on the exams, a cumulative of 120 points out of the 200 possible points on the Mid-Course and Final.

- Module assignments and quizzes (combined) count 50 points.
- 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](#)

## 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 1 hour. 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. After two minutes, you will be able to review your answers.

## 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 (maximum 10 pts. each ) | Excellent (9-10 pts.)                                                                                                                  | Solid (6-8 pts.)                                                                                          | Developing (3-5 pts.)                                                                                                  | Needs Improvement (0-2 pts.)                                                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Assignment Goals & Content       | Fully responds to assignment; main points well developed with strong support; high level of critical thinking and convincing evidence. | Adequately responds; main points developed with quality support; critical thinking evident in many areas. | Vague or weak response; limited development; partial grasp of geographical principles; some critical thinking evident. | Inappropriate or missing response; minimal understanding; undeveloped ideas; little to no critical thinking evident. |
| Grammar, Mechanics & References  | Free of spelling, punctuation, and grammatical errors; references and citations complete and correct.                                  | Minor errors that do not impede understanding; references present but not always formatted correctly.     | Several errors; some missing or incorrect references, but meaning is generally clear.                                  | Errors significantly impede understanding; missing or incorrect references throughout.                               |
| Organization & Style             | Information integrated smoothly; writing exceeds standard college level.                                                               | College-level writing with some variety in tone and sentence structure.                                   | Organization inconsistent; limited sentence variety; approaching college level.                                        | Poor organization; little coherence or stylistic control.                                                            |

## 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 Mid-Course 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 Mid-course 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: Honorlock

To take exams in this course, you will use the online proctoring service Honorlock. You do not need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam and microphone, your ID, and a stable internet connection, and the Google Chrome browser.

To get started, confirm that you have Google Chrome, and download the [Honorlock Chrome Extension](#).

When you are ready to complete your exam, log into Moodle, go to your course, and click on your exam. Clicking "Attempt Quiz" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. This is a test-taker authentication step in which you will be asked to perform a 360-degree scan of your environment with the computer or webcam to confirm the integrity of the testing environment. Honorlock will be recording your exam session through your webcam and microphone and recording your screen. Honorlock detects search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7, 365 days a year. If you encounter any issues, you may contact Honorlock within the exam itself using the chat bubble in the bottom right, using the live chat on its [support page](#), by phone (844-243-2500), or email ([support@honorlock.com](mailto:support@honorlock.com)).

Some guides you should review are:

- [Honorlock Minimum System Requirements](#)
- [Honorlock FAQs for Test Takers](#)

- [Honorlock Knowledge Base](#)
- [How to Use Honorlock](#)

**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 below the syllabus in the Getting Started module. 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.*