

Course Syllabus for PSYC 3081

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Course: PSYC 3081 2.0.(1): Personality
Book: Course Syllabus for PSYC 3081

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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 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

PSYC 3081 Personality Psychology (3 credit hours)

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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: Determinants and dynamics of personality; theory and research.

Pre/co-requisites: PSYC 2000 or PSYC 2060 or equivalent.

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. Discuss the importance of understanding personality psychology
2. Determine techniques used to access information about personality assessment
3. Illustrate the motive perspectives including similarities and differences between motives and traits
4. Compare and contrast the biological process as it relates to personality versus the psychoanalytical perspective
5. Analyze psychosocial theories such as the learning perspective, behavioral perspective, biological perspective and psychosocial perspective as they relate to personality
6. Identify the strengths and weaknesses of self-actualization and self-determination as it relates to personality
7. Analyze how personality theorists join different personality perspectives together

Module Topics and Learning Objectives

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

Module 1: Definition and Methods of Personality

1. Identify three reasons for using the concept of personality (CO 1)
2. Identify the two functions that any theory should serve (CO 1)
3. Discuss the main themes of the ten theoretical perspectives on personality (CO 1)
4. Analyze reasons why assessment of personality, behavioral problems and behavioral change are important (CO 1)
5. Explain cases study, experience sample, and the concept of generality and how it relates to personality psychology (CO 1)
6. Discuss the process of establishing two kinds of relationships between variables (CO 1)

Module 2: Personality Assessment and the Trait Perspective

1. Identify three techniques used to assess information related to personality (CO 2)
2. Analyze the issue of reliability and validity in an assessment of personality (CO 2)
3. Discuss the importance of investing in the effort of creating and improving personality assessments (CO 2)
4. Analyze the trait perspective and the steps involved in a factor analysis (CO 3)
5. Describe the major factors in the various trait theories and identify strengths and weaknesses of trait theories (CO 3)
6. Define the applications of trait theory to issues of behavioral problems and change (CO 3)
7. Identify two main criticisms of the trait approach to personality (CO 3)

Module 3: Motive Perspective, Genetics, and Evolution

1. Identify the motive approach to understanding the different patterns of behavior and relate four major motive dispositions of behavior (CO 3)
2. Discuss the differences between implicit and self-attributing motives and how each influence behaviors (CO 3)
3. Identify similarities and differences between motives and traits (CO 3)
4. Identify personality qualities that are genetically influenced (CO 3)

5. Explain four ways in which psychologists suggest that former evolutionary processes shaped present-day human behavior (CO 3)
6. Analyze the difference between assessing genetics versus motive perspective (CO 3)
7. Identify criticisms of using evolutionary ideas to understand personality as well as criticisms of the motive approach to personality (CO 3)

Module 4: Biological Processes and the Psychoanalytic Perspective

1. Explain the behavioral approach and behavioral inhibition systems and their relationship to trait theory (CO 4)
2. Explain sensation seeking and effortful control and the influence of hormones on personality (CO 4)
3. Identify biological assessment techniques and biological approaches (CO 4)
4. Discuss the application of biological approaches to behavior problems and change (CO 4)
5. Identify topographical and structural models of the psychoanalytic perspective (CO 4)
6. Discuss drives, instincts, and sources of anxiety and defense mechanisms (CO 4)
7. Identify the implications of psychoanalytic theory for behavior problems and change (CO 4)

Module 5: Psychosocial Theories and the Learning Perspective

1. Identify object relations theories and theories of attachment (CO 5)
2. Explain Erikson's theory of psychosocial development across the lifespan (CO 5)
3. Identify behavioral problems and methods of behavioral change in psychosocial theories, as well as strengths and weaknesses (CO 5)
4. Discuss the elements of classical conditioning and instrumental conditioning (CO 5)
5. Identify the elements of social and observational learning (CO 5)
6. Identify therapeutic methods used based on learning theories (CO 5)

Module 6: Self-Actualization and the Cognitive Perspective

1. Analyze the intrinsic tendency toward self-actualization (CO 6)
2. Describe Maslow's hierarchy of needs to the principles that the hierarchy follows (CO 1, CO 6)
3. Identify the key principles of the existential psychology (CO 6)
4. Analyze the strengths and opportunities of the approaches of self-actualization and self-determination (CO 6)
5. Identify the core assumption of the cognitive view of personality (CO 6)
6. Analyze how an assessment is a process of determining a person's cognitive tendencies and contents of consciousness (CO 6)
7. Describe cognitive approaches to therapy as solutions to problems in behavior (CO 6)

Module 7: Self-Regulation Perspective and Overlap and Integration

1. Explain how thinking leads to intentions, goals and from goals to behaviors (CO 7)
2. Explain how self-regulation reflects a process comprising the elements involving in control of feedback (CO 7)
3. Identify self-regulatory qualities and goals (CO7)
4. Describe how problems and challenges in behavior reflect problems in self-regulation (CO 7)
5. Describe similarities between psychoanalysis and the evolutionary, self-regulation, and cognitive perspectives (CO 7)
6. Identify two issues that recur across different views of personality (CO 7)
7. Explain how personality theorists join different personality perspectives together (CO 7)

Course Materials and Resources

Required Materials

The following materials are required for this course:

Carver, Charles S. & Michael Scheier. (2017). *Perspectives on Personality*. 8th edition. New York: Pearson Education. ISBN: 978-0-13-441537-6

Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. Courses with special access codes require that students use the direct links to the publisher site.
3. 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.
4. If you are having problems locating a textbook, contact us at Answers@outreach.lsu.edu for assistance.

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.

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.

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

Course grade will be determined by the following criteria:

You must have a passing average on the exams to pass the course. If you earn a passing average on the exams, then your grade will be calculated as follows:

- 8 Module Quizzes = Seven quizzes 10 points each, one quiz 20 points
- 7 Assignments = Three assignments 20 points each, four assignments 10 points each
- 1 Final Project = 20 points each
- 2 Exams (Midterm and Final) = 100 points each
- 410 = sum of points earned

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

Quizzes

Content

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 1 times, and you will be given 20 minutes. Each quiz is worth 10 points except one of the module 5 quizzes (Classical Conditioning) which is worth 20 points.

Grading and Review

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 Assignments

The assignments will include information from subjects in the chapters and will assess learning objectives throughout the course. The purpose of each assignment is to enhance understanding on the subject matter in question and offer students the opportunity to demonstrate their knowledge. The assignments will consist of essays of no less than either 1000 words or 500 words depending on the module. In each essay, you will be answering one or more prompts based on concepts taught in each module. Cite all sources when necessary and use proper grammar and punctuation.

Directions

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

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully. The original answer should be prepared using a Word document and must be at least 1000 words or 500 words, depending on the module. It should include at least two paragraphs, and incorporate a minimum of 2 citations/references from a primary academic source in APA format. Please avoid restating information from the textbook; rather make sure you are creating original answers that are grounded in evidence. Please make sure you paraphrase information from your primary academic source. Please do not use direct quotes and avoid "word-switching" information in your answer. Save your assignment with the following naming convention [TigerMike_M#Assgn] before uploading. Grading description and rubric are provided below. You will be graded according to the following criteria.

[To see examples of proper APA citation as required in this course, click here.](#)

Grading Table

Assignment Criteria	Maximum Points
Relevance: Student provides a clear and convincing rationale and thoroughly answers the assignment	2/4
Quality of writing: Student's writing is clear, concise, formal/professional and grammatically correct throughout the assignment	2/4
Use of academic sources: Student uses 2-3 primary academic sources effectively to support ideas	2/4
Length: Submission is greater than 500/1000 words in length	2/4
Citations/References: Student fully adheres to APA format and meets all assignment guidelines	2/4
Total points	10/20

Final Project

Purpose of the Assignment

The purpose of the final paper is to encourage you to both synthesize and apply the personality theories discussed in this course. To that end, in the final paper you will present and discuss your own results on personality assessment measures from at least three different perspectives.

Directions

For your paper, you must complete and report your results for at least 3 of the following 6 perspectives, though you may choose to complete more if you wish.

1. **Trait Perspective**

- Use the [Myers-Briggs Type Indicator](#) for this perspective.

2. **Motive/Cognitive Perspective**

- There are 14 Implicit Association Tests (IATs) available [here](#) on the Harvard website.
- If you choose to complete these measures, you MUST take and report on any 2 of the 14 possible measures.

3. **Genetic Perspective**

- If you choose to discuss the Genetic perspective in your paper, you will need to get results for both yourself and an immediate family member on one of the assessments from another perspective (The IPIP-NEO-PI would be a good option.). You have two options as to how you could accomplish this:
- If you have an immediate family member (sibling, parent, etc.) who is willing to take the measure, direct them to the appropriate website.
- If you cannot have an immediate family member complete the assessment, then you will take it twice. The first time you will take it as yourself, and the second time you will take it while answering as if you were that family member.
- After you have obtained results for yourself and a family member, you will report them and discuss any similarities between them. Please note: I am not asking for, nor do I need, any identifying information (i.e., full names) on your relative.

4. **Psychosocial Perspective**

- Use the [Attachment Style assessment](#) for this perspective.

5. **Humanistic Perspective**

- Use the [Self-Actualization assessment](#) for this perspective.

6. **Self-Regulation Perspective**

- There is no automated version of the Rumination-Reflection Questionnaire online. [However, you can use this PDF document I have prepared for you.](#)
- Simply rate each of the RRQ items on a scale of 1 to 5 (1 being strongly disagree, and 5 being strongly agree), then sum your scores separately for each scale. You will need to reverse score some items on the test (i.e., for these items, 1 = 5 and 2 = 4). For the Rumination scale, reverse scores items: 6, 9, and 10. For the Reflection scale reverse score items: 1, 2, 5, 8, and 12. Once you have your sums, you divide each by 12 to get an average score.
- A low average score (closer to 1) reflects that you do not engage in that behavior (rumination or reflection) often, while a high average score (closer to 5) indicates that you do engage in that behavior often. Scores around 3 indicate you engage in the behavior an average amount.

Questions

In your paper you should address the accuracy, integration and application of your results. Several sub-

questions are included under each of these headings to help you determine what you should talk about in your paper. A full-credit answer to each topic will incorporate answers to most or all of these sub-questions.

1. **Accuracy – How accurate do you think your results were?** Discuss your results in terms of their accuracy. Do they fit with how you picture yourself? What about how others view you? Did anything surprise you about your results? Do you think that the assessments told you anything about yourself that you did not already know?
2. **Integration – How do your results fit together to describe your personality?** Discuss how your results from the different perspectives fit together. Do they provide redundant information, or does each tell you something different about yourself? What about some of the non-measured perspectives – what would they have to say about your results? What factors do you think have been most influential in the development of your personality and behavior? How do you explain fluctuations in your own behavior (i.e., do you ever act in ways that you feel are inconsistent with your overall personality, and if so: why)?
3. **Application- How can you use this in your everyday life as it relates to your family life, career, and overall quality of life?** Discuss how you can use your results to improve your everyday life. Do the results provide enough information that you find useful, or does each tell you something different about yourself? How can you apply what you learned from the results and the information in this course to improve your everyday life?

Submission Guidelines

Your assignment is due at 11:59 p.m. on the assigned due date. Your contributions should be thoughtful, concise, and address the prompt fully. The original answer should be prepared using a Word document and must be 1000 words or more. Do NOT use direct quotes. Your paper should be in your OWN words. You do NOT need a reference page. You do NOT need a title page.

Save your assignment with the following naming convention [TigerMike_M7FinalPaper] before uploading.

Grading Table

Assignment Criteria	Maximum Points
Assessment 1	4
Assessment 2	4
Assessment 3	4
Relevance	4
Proper grammar, formatting	4
Total:	20

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 module(s) when you are ready to take your exam(s).

Content

There will be two exams in this course: midterm exam and final exam.

The midterm exam covers material from Modules 1-3 and is worth 100 points. Topics addressed include:

1. Discuss the importance of understanding personality psychology (CO 1)
2. Determine techniques used to access information about personality assessment (CO 2)
3. Illustrate the motive perspectives including similarities and differences between motives and traits (CO 3)

The final exam covers material from Modules 4-7 and is worth 100 points. Topics addressed include:

1. Compare and contrast the biological process as it relates to personality versus the psychoanalytical perspective (CO 4)
2. Analyze psychosocial theories such as the learning perspective, behavioral perspective, biological perspective and psychosocial perspective as they relate to personality (CO 5)
3. Identify the strengths and weaknesses of self-actualization and self-determination as it relates to personality (CO 6)
4. Analyze how personality theorists join different personality perspectives together (CO 7)

Questions on the exam will be in multiple choice format. There will be 50 questions at 2 points each.

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.
- Items that are not allowed include notes, textbooks, scratch paper, websites and software

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 Louisiana State University at Baton Rouge. When you are ready to create your account, read and follow the [ProctorU Registration Directions](#) to register in ProctorU's system. 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, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

Guild students: students who register through Guild will need a code to cover their testing fees. To obtain your access codes:

1. Go to “Course Tools” within your course in Moodle
2. Under “ProctorU Access Codes,” select “Claim your access code,” and then schedule your exam with ProctorU
3. Once you have used an access code, return to the same page in your course to mark your code used and to obtain a new access code for your next testing session

Optional 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 & Continuing Education Professional Development](#). 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 APA. 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.](#)

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

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.

 [Read instructions to request an extension here.](#)

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.