

Course Syllabus for PSYC 3083

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Course: PSYC 3083 2.0.(1) Psychological Counseling
Book: Course Syllabus for PSYC 3083

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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

PSYC 3083: Psychological Counseling (3 credit hours)

Instructor: Dr. Bryan Gros

Email: bgros2@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: Concepts of psychological treatment in adjustment problems.

Pre-requisites: PSYC 2000 or PSYC 2060.

Course Purpose

In this course, you will explore the scientific field of counseling and clinical psychology while building a foundational knowledge of key concepts, theories, and practices. You will examine psychological assessment, diagnosis, and evidence-based intervention strategies, along with ethical and legal considerations in professional practice. You will also explore both historical and contemporary counseling approaches and learn about pathways to advanced study and careers in psychology. This course is designed to match the rigor and time commitment of a traditional three-credit course equivalent to the 135 hours of work represented in a 15-week course. It also helps you develop transferable knowledge and skills that can be applied across academic institutions and professional settings.

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 (CO)

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

- CO 1. Apply the guiding principles behind clinical psychology and the different roles of a clinical psychologist
- CO 2. Describe major clinical interventions, assessment, and diagnostic methods
- CO 3. Discuss the advantages and disadvantages of current diagnostic and assessment procedures and interventions and the importance of the researched-based and scientific underpinnings.
- CO 4 Outline ethics in clinical psychology and clinical psychology and the law
- CO 5. Define and understand evidence-based practice and evidence-based treatment
- CO 6. Define the roles of genetics, environment, culture, and diversity in the assessment and treatment of psychological functioning

Module Topics and Learning Objectives

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

Module 1: Introduction & History of Clinical Psychology

1. Define key elements of Clinical Psychology and its applications (Course Outcome 1)
2. Distinguish a clinical psychologist from other mental health professionals and other fields of helping professions (CO1)
3. Describe how diversity and ethics impact daily clinical practice (CO1)
4. Identify scientist-practitioner and practitioner-scholar model and its applications (CO1)
5. Recall the importance of licensing in the field of clinical psychology (CO1)
6. Identify primary specialties in clinical psychology (CO1)

Module 2: Psychological Assessments

1. Identify components of a psychological assessment (Course Outcome 2)
2. Define reliability and validity in order to explain their relevance to psychological assessments (CO2, CO3)
3. Define epidemiological, correlational, and experimental research (CO2, CO3)
4. Examine a clinical interview in the field of clinical psychology (CO2)
5. Describe a clinical interview and types of clinical interviews in the field of clinical psychology (CO2, CO3)
6. Describe a mental status examination (CO2, CO3)

Module 3: Personality & Behavior Assessments

1. Define the concept of personality (Course Outcome 2)
2. Understand and describe projective and objective personality assessment and their differences (CO2, CO3, CO6)
3. Define reliability and validity and their relevance to personality assessments (CO2, CO3, CO6)
4. Define behavioral assessment (CO2, CO3)
5. Outline three types of behavioral assessments (CO2, CO3)

Module 4: Intelligence Assessments

1. Define Intelligence (Course Outcome 1, CO2)
2. Describe how intelligence is measured by psychologists (CO2)
3. Summarize the two most commonly used tests of intelligence (Wechsler Scales and Stanford-Binet- 5th edition) (CO2 CO3)

4. Describe the impact of genetics, environment, and culture and diversity (CO6)
5. Explain how validity and reliability relate to IQ (CO3)

Module 5: Science & Practice of Diagnosis, Case Formulation, & Treatment

1. Examine the major criteria that constitutes a mental illness (Course Outcome 1)
2. Describe the DSM-5-TR and its advantages and limitations (CO2)
3. Determine uses for case formulation and treatment planning (CO2)
4. Discuss common and specific factors in psychological treatments (CO2)
5. Outline the lifecycle of psychological treatment from initial contact to termination and follow-up (CO2)
6. Differentiate between evidence-based practice and treatment (CO5)

Module 6: Behavioral & Cognitive-Behavioral Interventions

1. Discuss the theoretical framework of behavioral and cognitive behavioral therapies (Course Outcome 2)
2. Discuss specific behavioral and cognitive behavioral interventions (CO2)
3. Describe the advantages, efficacy, and limitations of behavioral and cognitive-behavioral interventions (CO5)
4. Describe the impact of culture and diversity in the application of behavioral and cognitive-behavioral interventions (CO6)

Module 7: Additional Psychotherapies in Practice

1. Examine the history and theoretical framework of various psycho-dynamic and client-centered interventions (CO2)
2. Recall the history and theoretical framework of acceptance and commitment therapy and dialectical behavior therapy (CO2)
3. Evaluate specific intervention techniques of psycho-dynamic interventions, client-centered therapy, acceptance and commitment therapy and dialectical behavior therapy (CO2)
4. Contrast psycho-dynamic interventions and client-centered therapy for advantages, efficacy, and limitations (CO3, CO2)
5. Explain the advantages, efficacy, and limitations of acceptance and commitment therapy and dialectical behavior therapy (CO5, CO3)

Module 8: Ethics & Legal Issues

1. Discuss the importance of ethics in the practice of psychology (CO4, CO1)
2. Discuss privacy and confidentiality and situations where a psychologist or mental health professional may have to breach confidentiality (CO4)
3. Discuss the general principles and ethical standards of the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (CO4)
4. Explain forensic psychology and the roles and practices of a forensic psychologist (CO4, CO1)
5. Discuss the interaction of diversity with ethical and legal issues in clinical psychology (CO6)
6. Discuss the concepts competency to stand trial and not guilty by reason of insanity (NGRI) (CO4)

Course Materials and Resources

Required Materials

The following materials are required for this course:

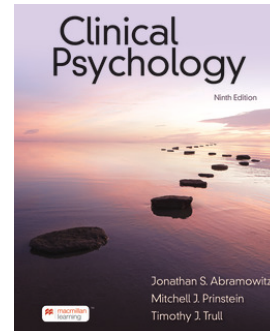
Jonathan S. Abramowitz, Mitchell J. Prinstein, Timothy J. Trull, *Clinical Psychology*, 9th Edition, Macmillan Learning, 2023

eText ISBN: 9781319429751

Paperback ISBN: 9781319245726

Loose Leaf ISBN: 9781319429775

There are additional purchasing options, such as Amazon, or Chegg. Use the ISBN to ensure you are purchasing the correct version of the textbook.



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.

Privacy and Accessibility

Depending on the source you choose to purchase from, certain information may be collected and used in other locations. For details, see the privacy policy of each source.

If you have concerns about accessibility or would like to request accommodations, contact the companies', listed on their website page, usually found under support services. You can also read about accessibility features on their website by searching "accessibility," or "accommodations." If you have concerns, review the privacy and accessibility policies to understand the ways the information you are sharing will be accessed or used.

Additional Resources

The following resources, while not required to purchase, can be very helpful in working through the courses.

- [APA Dictionary of Psychology](#): includes common APA defined terms
- [APA Style](#): includes reference examples, in-text citation, and paper formatting guides.

Technical Information and Assistance

Requests for support should be directed to the appropriate offices depending on the nature of the support requested. Please review the options below when requesting support for your course.

1. *Content questions.* If you have questions about course content, use the following resources in the course:
 - the General Course Questions Forum at the bottom of the module section. Read the instructions in each activity before contributing.
2. *Personal progress questions.* If you have questions regarding your course progress, grades, or other issues of a personal nature, you should send an email to your course instructor.

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.

- [Zoom Support](#) (for video conferencing during office hours). For more information about Zoom, please review the [Zoom: LSU Overview](#) GROK article page.
 - You may also find [LSU Zoom Quick Start Guide \(LSU GROK\)](#) and [Troubleshooting & FAQ \(GROK\)](#) to be helpful in using this tool.
- Honorlock, the proctoring service for the exams. For more information about Honorlock, please review the [Accessibility, Privacy Statement](#) and [Support](#) information.
 - Additional support includes information on [minimum technical requirements](#) and the use of the [Support Chat](#) bot, which will direct you to a person based on your issue (highly responsive)
 - *To get started, you will need Google Chrome and to download the [Honorlock Chrome Extension](#).*

Updating Tools

You may have to use the following tools, thus you may need to update them to their current versions for best functionality.

- Zoom
- Chrome or Firefox browser(s)
- Microsoft 365
- Google Drive tools

Please note these tools require you to share some information when you are using them. Please refer to each tools privacy and accessibility policies/guidelines to learn more.

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 pass this course, you must earn a passing average on the exams (exam average of 60% or better). If you have a passing average on the exams, your grade will be calculated as follows.

There are 4 components to your course grade. The grade breaks down as follows:

- Quizzes (8) = 20 points each
- Assignments (8) = 50 points
- Mid-Course Exam = 80 points
- Final Exam = 80 points

Total = scores weighted by the following percentages.

Grade Breakdown

Quizzes (8)	30%
Assignments (8)	30%
Mid-Course Exam	20%
Final Exam	20%
Total	100%

COURSE 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

Interactive Activities

Description

In each module you will complete interactive lessons or activities that test your knowledge of the basic concepts presented in the module materials, videos, and readings. They are practice exercises to help you apply what you have learned in each module and to prepare you for the assignments.

You may complete activities as many times as you like, and they are not graded.

Directions

In each module, click on the activity to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. If you answer correctly, you will proceed to the next question or content page.

Quizzes

Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings, videos, and 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 twice, and you will be given one minute per question. Each quiz 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 Assignment

For your assignments, you will read select chapters from the textbook and answer questions that cover important information and concepts that are necessary to understand the focus of the chapter. This will ensure that you will understand key material in the corresponding module quizzes. These chapter questions serve as both a learning tool and study resource, guiding you through the chapter while reinforcing comprehension and retention.

Directions

You will download the assignment handout by clicking on the attached document in the module assignment and saving it to your computer. Open the file, type your answers directly into the document, and save your work before uploading it to the assignment submission area.

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

Submission Guidelines

Please review the Prohibited/Permitted Use of Generative AI Policy in the Syllabus. Review each assignment for additional details.

Responses should be submitted as a Word document and be long enough to address each prompt fully. You can export Word documents from Google Docs, FreeOffice.com, or other documenting tools. Save your assignment with the following naming convention [TigerMike_M1Assgn] before uploading.

Grading Table

Assignments will be graded within seven calendar days. Each assignment is worth 50 points and will be graded using the following grading criteria.

Assignment Grading Guide

Criteria	Description	Maximum Points Available
Completion of All Questions	Answers are provided for every question in the handout. Responses follow directions (for example, written in full sentences, placed beneath each question, and submitted in the required format).	20
Depth and Connection	Responses go beyond definitions to explain significance, relationships, or patterns. Demonstrates the ability to make connections between ideas and apply concepts to real-life or scenario examples, where applicable.	15
Accuracy and Use of Key Terms	Information is factually correct and aligns with the concepts and reflects their understanding of the material. Responses use terminology accurately and demonstrate understanding of concepts from the materials covered.	10
Organization and Mechanics	Responses are well organized, clearly written, and free from major spelling or grammatical errors. Formatting and labeling make the document easy to read and evaluate.	5

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 the exam modules when you are ready to take your exams.

Content

The exams include 40 multiple choice style questions and four short essay format questions. Review the *Exam Information and Instructions* chapter in the exam modules for details on content covered in the exam, grading and short essay question criteria.

- This mid-course examination supports your understanding and application of Modules 1-4 and is worth 80 points. This assignment aligns with course outcomes 1, 2, 3, 6.
- This Final examination supports your understanding and application of Modules 5-8 and is worth 80 points. This assignment aligns with course outcomes 1, 2, 3, 4, 5 and 6.

There are manually graded questions in this quiz, which means that the final grade will not be visible until the instructor has completed their scoring of the short essay questions. This process can take up to 7 days.

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 retakes are allowed.
- No restroom breaks are allowed.

Permitted During Testing

1. You are allowed up to 3 sheets (front and back) of handwritten or printed notes during the test. These notes must be hard copy/downloaded versions only (no web browsing). You must show your notes to the proctor before you begin your test.

Prohibited During Testing

1. The following items are not allowed: digital textbooks, websites, etc.
2. The use of AI or other generative assistance is strictly prohibited.

Pacing During the Exam

Pace yourself during the exam. The quiz like questions can be completed in less than thirty to forty minutes if you know the material. I recommend you spend no more than forty minutes on those parts. Spend no more than 30-35 minutes on each short-essay question (including proofreading).

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

Proctoring Information: HonorLock

In accordance with academic integrity and ethical standards as described in the LSU Student Handbook, faculty may use a live proctoring service to administer assessments. Students may choose to be proctored in a residential location or any public location with a stable internet connection that meets the requirements of the proctoring service. It is the student's responsibility to confirm the suitability of the testing environment prior to taking the exam.

Honorlock will be utilized for testing in this course. This service enables remote proctors employed by

Honorlock to view your personal computer's screen, webcam, and audio for academic integrity. Additionally, there is no cost for this service as an LSU Online student. Please visit [GROK article 20563:Honorlock: Overview](#) for more information on privacy, scheduling, and other resources.

Proctored Reviews of Graded Exams

Students who have completed an exam and desire to review the graded 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. The review option is serviced through ProctorU. You might find the following support helpful, should you opt into the review process.

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

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

Appointments are reserved on a first-come, first-served basis. Schedule your exam reviews with a buffer time that works best for you and so you will have enough time to prepare. Please note that if you schedule your appointment 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.

Accommodations for screen readers or other browser software required to complete the exam must be requested in advance of the exam.

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 American Psychological Association (APA) citation Methods. 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.

AI Usage

This course assumes that work submitted by students will be generated by the students themselves, working individually or in groups as directed by class assignment instructions.

This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools.

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.

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. The following 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 remains strongly committed to providing appropriate accommodations for students with disabilities. The Office of Disability Services (ODS) works to implement individualized services to ensure that all students have equal access to learn and live at LSU.

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

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

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

Netiquette

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

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



Online Etiquette Guide

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

SECURITY

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

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

GENERAL GUIDELINES

When communicating online, you should always:

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

EMAIL ETIQUETTE

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

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

MESSAGE BOARD ETIQUETTE AND GUIDELINES

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

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

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

Extensions

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

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

 [Request an extension](#)

Transcript Information

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

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