NUTRITION
Course Syllabus

Course Code: BIO 201
Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

Our Nutrition course provides students with an exploration of how food nutrition contributes to the prevention of illness and the promotion of optimal health. Students will identify how to conduct in-depth diet and lifestyle evaluations and create food plans customized to each individual’s taste, temperament, and health goals. The fundamentals of whole food nutrition, digestive physiology, metabolism, nutritional biochemistry, and current research are presented. Additionally, students will discover how healthy nutrition habits are used in the food industry.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. Define healthy food guidelines
2. Identify how nutrition aids in health
3. Recall the roles of various foods, vitamins and minerals and their impact on the body
4. Identify how the food industry uses nutrition information credibly
5. List nutritional needs throughout human development
<table>
<thead>
<tr>
<th>Module # and Topics</th>
<th>Module Subtopics</th>
<th>Module Learning Objectives</th>
<th>Assignments</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| Module 1: Nutrition and You | • Defining Nutrition, Health and Disease  
• What Are Nutrients?  
• The Broad Role of Nutritional Science  
• Health Factors and Their Impact  
• Assessing Personal Health  
• A Fresh Perspective  
• Sustainable Food Systems | • Define nutrition, health and disease  
• Identity types of nutrients  
• Recall the broad role of nutritional science  
• Recognize health factors and their impact  
• Identify how to assess personal health  
• Recall the basics of creating a fresh perspective  
• Define sustainable food systems | 1. Read Chapter 1  
2. View Chapter 1 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 1, 2 |
| Module 2: Achieving a Healthy Diet | • A Healthy Philosophy toward Forward  
• What is Nutritional Balance and Moderation?  
• Dietary Guidelines  
• National Goals for Nutrition and Health: People 2020  
• Understanding Daily Reference Intake  
• Nutrition Facts  
• Nutrition and the Media | • Define nutritional balance and moderation  
• Identify dietary guidelines  
• Recall national goals for nutrition and health  
• Recognize how to understand daily reference intake guidelines  
• Identify appropriate nutrition facts  
• Recall nutrition and the media | 1. Read Chapter 2  
2. View Chapter 2 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 1, 2 |
| Module 3: Nutrition and the Human Body | • The Basic Structural and Functional Unit of Life: The Cell  
• Digestion  
• Absorption  
• Nutrients For Organ Function  
• Energy  
• Calories  
• Disorders That Can Compromise Heath | • Recognize the basic structural and functional unit of life  
• Define digestion  
• Recall the principles of absorption  
• Recognize nutrients necessary for organ function  
• Identify ways energy is used  
• Recognize ways calories are used  
• Identify disorders that can compromise health | 1. Read Chapter 3  
2. View Chapter 3 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
<table>
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<tr>
<th>Module # and Topics</th>
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<tr>
<td><strong>Module 4:</strong></td>
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<tr>
<td>Carbohydrates</td>
<td>• Digestion and Absorption of Carbohydrates&lt;br&gt;• What Exactly Are Carbs&lt;br&gt;• The Functions of Carbohydrates in the Body&lt;br&gt;• Diabetes&lt;br&gt;• Health Consequences and Benefits of High-Carbohydrate Diets&lt;br&gt;• Carbohydrates and Personal Diet Choices&lt;br&gt;• Functional Attributes of Carbohydrates and the Use of Sugar Substitutes</td>
<td>• Recall ways carbohydrates are digested&lt;br&gt;• Identify what carbs are exactly&lt;br&gt;• Recognize the functions of carbohydrates in the body&lt;br&gt;• Identify types of diabetes and its effects on the body&lt;br&gt;• Recall the health consequences and benefits of high-carbohydrate diets&lt;br&gt;• Recognize carbohydrates and personal diet choices&lt;br&gt;• Recall the functional attributes of carbohydrates and the use of sugar substitutes</td>
<td>1. Read Chapter 4 2. View Chapter 4 PowerPoint 3. Practice the Learning Activities 4. Watch the Videos 5. Review the Webliography (Web Links) 6. Take the Exam</td>
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<td><strong>Module 5:</strong></td>
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<td>Lipids</td>
<td>• What are Lipids?&lt;br&gt;• How Lipids Work&lt;br&gt;• Digestion and Absorption of Lipids&lt;br&gt;• Understanding Blood Cholesterol&lt;br&gt;• Balancing Your Diet with Lipids&lt;br&gt;• Lipids and the Food Industry&lt;br&gt;• Lipids and Disease</td>
<td>• Define lipids&lt;br&gt;• Identify how lipids work&lt;br&gt;• Recall the principles of digestion and absorption of lipids&lt;br&gt;• Recognize how blood cholesterol levels work&lt;br&gt;• Recall how to balance your diet with lipids&lt;br&gt;• Identify the basics of lipids and the food industry&lt;br&gt;• Recognize how lipids and diseases interact</td>
<td>1. Read Chapter 5 2. View Chapter 5 PowerPoint 3. Practice the Learning Activities 4. Watch the Videos 5. Review the Webliography (Web Links) 6. Take the Exam</td>
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<td><strong>Module 6:</strong></td>
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<td>Proteins</td>
<td>• Defining Protein&lt;br&gt;• The Role of Proteins in Foods: Cooking and Denaturation&lt;br&gt;• The Many Different Types of Proteins&lt;br&gt;• Protein Digestion and Absorption&lt;br&gt;• Protein’s Functions in the Body</td>
<td>• Define protein&lt;br&gt;• Identify the role of proteins in foods: cooking and denaturation&lt;br&gt;• Recall the many different types of proteins&lt;br&gt;• Recognize the basics of protein digestion and absorption&lt;br&gt;• Define the protein functions in the body</td>
<td>1. Read Chapter 6 2. View Chapter 6 PowerPoint 3. Practice the Learning Activities 4. Watch the Videos 5. Review the Webliography (Web Links) 6. Take the Exam</td>
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<td>Module # and Topics</td>
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<td>• Diseases Involving Proteins</td>
<td>• Recall diseases involving proteins</td>
<td>1. Read Chapter 7</td>
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<td>• Proteins, Diets and Personal Choices</td>
<td>• Recognize how proteins affect diets and personal choices</td>
<td>2. View Chapter 7 PowerPoint</td>
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<td>• Recall diseases involving proteins</td>
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<td>3. Practice the Learning Activities</td>
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<td>• Proteins, Diets and Personal Choices</td>
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<td>4. Watch the Videos</td>
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<td>• Recognize how proteins affect diets and personal</td>
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<td>5. Review the Webliography (Web Links)</td>
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<td>6. Take the Exam</td>
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<td>Module 7: Nutrients Important to</td>
<td>• Water’s Importance to Vitality</td>
<td>• Recall water’s importance to vitality</td>
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<td>Fluid and Electrolyte Balance</td>
<td>• Regulation of Water Balance</td>
<td>• Recognize the regulation of water balance</td>
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<td>• Electrolytes Important for Fluid Balance</td>
<td>• Define electrolytes that are important for fluid balance</td>
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<td>• Consequences of Deficiency or Excess</td>
<td>• Identify the consequences of deficiency or excess</td>
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<td>• Water Concerns</td>
<td>• Recognize various water concerns</td>
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<td>• Popular Beverage Choices</td>
<td>• Recognize types of beverage choices</td>
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<td>• Recall water’s importance to vitality</td>
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<td>• Recognize the regulation of water balance</td>
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<td>• Define electrolytes that are important for fluid</td>
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<td>• Identify the consequences of deficiency or excess</td>
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<td>• Define antioxidant micronutrients</td>
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<td>• Recognize antioxidant vitamins</td>
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<td>• The Whole Nutrient Package vs. Disease</td>
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<td>• Identify the importance of free radicals</td>
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<td>• Recall the whole nutrient package vs diseases</td>
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<td>Module 8: Nutrients Important as</td>
<td>• Generation of Free Radicals in the Body</td>
<td>• Identify the importance of free radicals</td>
<td>1. Read Chapter 8</td>
<td>2, 3, 5</td>
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<tr>
<td>Antioxidants</td>
<td>• The Atom</td>
<td>• Recall the principles of an atom</td>
<td>2. View Chapter 8 PowerPoint</td>
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<td>• The Body’s Defense</td>
<td>• Recognize the body’s defense</td>
<td>3. Practice the Learning Activities</td>
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<td>• The Body’s Offense</td>
<td>• Identify the body’s offense</td>
<td>4. Watch the Videos</td>
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<td>• Oxidative Stress</td>
<td>• Define antioxidant micronutrients</td>
<td>5. Review the Webliography (Web Links)</td>
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<td>• Antioxidant Micronutrients</td>
<td>• Recognize antioxidant vitamins</td>
<td>6. Take the Exam</td>
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<td>• Antioxidant Vitamins</td>
<td>• Recall the whole nutrient package vs diseases</td>
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<td>• The Whole Nutrient Package vs. Disease</td>
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| Module 9: Nutrients Important for Bone Health | • Bone Structure and Function  
• Bone Mineral Density  
• Micronutrients Essential for Bone Health: Calcium and Vitamin D  
• Phosphorous, Magnesium, Fluoride and Vitamin K  
• Osteoporosis and Risk Factors  
• Osteoporosis Prevention and Treatment  
• Deficiency, Supplementation and Choices | • Identify bone structure and function  
• Recall bone mineral density  
• Recognize how micronutrients are essential for bone health  
• Define phosphorous, magnesium, fluoride and vitamin K  
• Identify risk factors for osteoporosis  
• Recall prevention and treatment for osteoporosis  
• Recognize the basics of deficiency, supplementation and choices | 1. Read Chapter 9  
2. View Chapter 9 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
| Module 10: Nutrients Important for Metabolism and Blood Function | • Blood’s Function in the Body and in Metabolism Support  
• Metabolism Overview  
• Catabolism: The Breakdown  
• Vitamins for Metabolism, Blood Function and Renewal  
• Minerals for Metabolism, Blood Function and Renewal  
• Iron-Deficiency Anemia | • Define blood’s function in the body and in metabolism support  
• Define metabolism  
• Identify the basics of catabolism: the breakdown  
• Recognize vitamins for metabolism, blood function and renewal  
• Recall minerals for metabolism, blood function and renewal  
• Identify the basics of iron-deficiency anemia | 1. Read Chapter 10  
2. View Chapter 10 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
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</table>
| **Module 11:** Energy Balance and Body Weight | • Body Mass Index  
• Body Fat Content  
• Fat Distribution  
• Balancing Energy Input with Energy Output  
• Factors Affecting Energy Intake  
• Too Little or Too Much Weight  
• Dietary, Behavioral and Physical Activity Recommendations | • Define body mass index  
• Identify the basics of body fat content  
• Recall the principles of fat distribution  
• Recognize factors affecting energy intake  
• Identify what is too little or too much weight  
• Define various dietary, behavioral and physical activity recommendations | 1. Read Chapter 11  
2. View Chapter 11 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
| **Module 12:** From Pregnancy to the Toddler Years | • The Human Life Cycle  
• Changes During Pregnancy  
• Pregnancy and Nutrition  
• Eating During Pregnancy  
• Infancy and Nutrition  
• Nutrition in the Toddler Years | • Define the human life cycle  
• Identify various changes to the body during pregnancy  
• Recall pregnancy and nutrition  
• Recognize how to eat properly during pregnancy  
• Identify the basics of infancy and nutrition  
• Recall proper nutrition in the toddler years | 1. Read Chapter 12  
2. View Chapter 12 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
| **Module 13:** From Childhood to the Elderly Years | • The Human Life Cycle Continues  
• Childhood and Nutrition  
• Puberty and Nutrition  
• Children and Malnutrition  
• Older Adolescence and Nutrition  
• Middle Age and Nutrition  
• Old Age and Nutrition | • Recognize how the human life cycle continues  
• Recall the basics of childhood and nutrition  
• Identify the principles of puberty and nutrition  
• Define malnutrition  
• Recognize the fundamentals of older adolescence and nutrition  
• Recall middle age and nutrition  
• Identify old age and nutrition | 1. Read Chapter 13  
2. View Chapter 13 PowerPoint  
3. Practice the Learning Activities  
4. Watch the Videos  
5. Review the Webliography (Web Links)  
6. Take the Exam | 2, 3, 5 |
| **Module 14:** Nutrition and Society: Food | • Historical Perspectives on Food  
• The Food Industry | • Identify historical perspectives on food  
• Define basics of the food industry | 1. Read Chapter 14  
2. View Chapter 14 PowerPoint | 4, 5 |
<table>
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<tr>
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<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Policies and Perspectives</td>
<td>• The Politics of Food&lt;br&gt;• Food Cost and Inflation&lt;br&gt;• The Issue of Food Security&lt;br&gt;• Nutrition and Your Health&lt;br&gt;• Diets Around the World</td>
<td>• Recognize the politics of food&lt;br&gt;• Recall the cost and inflation of food prices&lt;br&gt;• Identify the issue of food security&lt;br&gt;• Recognize the basics of nutrition and your health&lt;br&gt;• Identify various diets around the world</td>
<td>3. Practice the Learning Activities&lt;br&gt;4. Watch the Videos&lt;br&gt;5. Review the Webliography (Web Links)&lt;br&gt;6. Take the Exam</td>
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<td>Module 15: Achieving Optimal Health: Wellness and Nutrition</td>
<td>• Diet Trends and Health&lt;br&gt;• Fitness and Health&lt;br&gt;• Threats to Health&lt;br&gt;• Food Supplements and Food Replacements&lt;br&gt;• Foodborne Illness and Food Safety&lt;br&gt;• Start Your Sustainable Future Today&lt;br&gt;• Careers in Nutrition</td>
<td>• Identify various diet trends and health practices&lt;br&gt;• Recognize fitness and health basics&lt;br&gt;• Recall threats to health&lt;br&gt;• Identify food supplements and food replacements&lt;br&gt;• Recognize foodborne illnesses and foot safety&lt;br&gt;• Recall how to start your sustainable future today&lt;br&gt;• Identify careers in nutrition</td>
<td>1. Read Chapter 15&lt;br&gt;2. View Chapter 15 PowerPoint&lt;br&gt;3. Practice the Learning Activities&lt;br&gt;4. Watch the Videos&lt;br&gt;5. Review the Webliography (Web Links)&lt;br&gt;6. Take the Exam</td>
<td>1, 2, 3, 4</td>
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<td>Module 16: Steps to Course Completion</td>
<td>• Final Exam&lt;br&gt;• Course Survey&lt;br&gt;• Certificate of Completion</td>
<td>N/A</td>
<td>1. Take the Cumulative Practice Exam – Optional&lt;br&gt;2. Review the Proctored Exam Information&lt;br&gt;3. Create an Account with Proctor U&lt;br&gt;4. Schedule an Exam Time Take the Proctored Final Exam&lt;br&gt;5. Take the Cumulative Final Exam&lt;br&gt;6. Submit the Course Survey&lt;br&gt;7. Print Your Certificate of Completion</td>
<td>1, 2, 3, 4, 5</td>
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E. TEXTBOOK(S) AND REQUIRED MATERIALS

  (All required materials are included in your tuition, there are no additional fees.)

F. GRADING RUBRIC

We use a percentage system for grading quizzes.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

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<th>Total Points</th>
<th>Percentage Average</th>
<th>Letter Grade</th>
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<tr>
<td>1440 - 1600</td>
<td>90 – 100 %</td>
<td>A</td>
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<td>1280 - 1439</td>
<td>80 – 89 %</td>
<td>B</td>
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<td>1120 - 1279</td>
<td>70 – 79 %</td>
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<td>960 - 1119</td>
<td>60 – 69 %</td>
<td>D</td>
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<td>0 - 959</td>
<td>0 – 59 %</td>
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Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of 50% on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you do not achieve a 50% on the final exam, please contact us. A minimum 70% cumulative score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a 70% cumulative score. All exams and quizzes are weighted equally.

G: PROCTORED FINAL EXAM

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring written and printed notes to the exam, however you cannot access the textbook. You will need to create an account at https://go.proctoru.com prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.
Note: If you already have a ProctorU account through another institution, you will need to update your existing profile account settings. Log in to your existing account, click on your name in the top right of the screen, select "Account Settings," and then under the "Enrollments" section, press the "Add Enrollment" button to find and select “Ed4Credit.”

Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.

To learn more about the proctoring process, go to: https://www.proctoru.com/portal/ed4credit.

H: SYSTEM REQUIREMENTS

Internet Connection

- Broadband or High-Speed - DSL, Cable, and Wireless Connections
- Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.

Hardware Requirements

- Processor - 2GHz Processor or Higher
- Memory - 1 GB RAM Minimum Recommended
- Our courses are accessible through multiple mobile learning platforms.

PC Software Requirements

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
- QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

- Operating Systems - Mac OS x 10 or higher with Windows
- Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
• Cookies MUST be enabled
• Pop-ups MUST be allowed (Pop-up Blocker disabled)

• PowerPoint Viewer (if you do not have PowerPoint)
• Adobe PDF Reader
• Apple QuickTime Media Player

I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation

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Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT® prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation’s higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credits. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.

Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to
take disagreement personally. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette http://www.albion.com/netiquette/corerules.html.

Academic Integrity

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action. Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

Best Practices for Online

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.