ABNORMAL PSYCHOLOGY
Course Syllabus

Course Code: PSY 340
Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

Abnormal Psychology is a complex and highly interesting field of study. It is also one of the most recognizable and intriguing subfields of study in psychology. Our course will illustrate the dynamics and prevention of abnormal behavior, including neuroses, psychoses, character disorders, psychosomatic reactions, schizophrenia and other abnormal personality patterns. By taking this course, you will examine the many faces of abnormal psychology and you will be challenged to define what is normal and abnormal.

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. There is also a mid-term project and a final research paper. Your module exams and assignments determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. 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. Examine the concepts of abnormal psychology and the differences between what is considered normal and abnormal behavior
2. Compare and contrast the major theorists and theoretical orientations in psychology
3. Evaluate the basic standards for the diagnosis and classification of major psychological disorders, including the evolution of the DSM
4. Discuss the multiple influences of abnormal behavior as viewed from different theoretical perspectives
5. Identify the diagnostic criteria applied in the intervention and prevention of abnormal behavior
## D. COURSE TOPICS/UNITS

<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: Introduction to Abnormal Psychology | • How Do We Define Abnormal Behavior  
• The Statistical Frequency Perspective  
• The Social Norms Perspective  
• Ancient Times  
• Biological Models Views of Mental Illness  
• Early Psychologists  
• The Evolution of DSM  
• Axis 1 and 2 | • Describe abnormal behavior  
• Identify the statistical frequency perspective  
• Discuss the social norms perspective  
• Examine abnormal psychology as it relates to ancient times  
• Assess the biological models views of mental illness  
• Differentiate between early psychologists  
• Identify the history of the evolution of DSM  
• Evaluate common terminology associated with Axis 1 and 2 | 1. Read Chapter 1  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 1, 2, 5 |
| Module 2: Stress, Traumas, and Related Disorders | • Stress: Origins, Definitions, and Theories  
• Psychosomatic Medicine  
• Sources of Stress  
• Important Life Events  
• Direct Physiological Effects of Stress  
• Illness of the Mind or the Body: A Dubious Distinction  
• Factors That Modify the Effects of Stress  
• Helping People Cope | • Interpret the origins, definitions, and theories of stress  
• Describe the relationships amongst psychosomatic medicine  
• Identify common sources of stress  
• Evaluate important life events that affect behaviors  
• Assess the direct physiological effects of stress  
• Differentiate between illnesses of the mind and the body  
• Identify the factors that modify the effects of stress  
• Select ways to help people cope with stress | 1. Read Chapter 2  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 4 |
| Module 3: Anxiety & Obsessive Compulsive Disorders | • The Anxiety Spectrum  
• Etiology of Phobias  
• Therapeutic Treatment for Specific and Social Phobias  
• Generalized Anxiety Disorder  
• Obsessive-Compulsive Disorder | • Illustrate the anxiety spectrum  
• Discuss the etiology of phobias  
• Identify therapeutic treatments for specific and social phobias  
• Evaluate the distinct characteristics of the generalized anxiety disorder | 1. Read Chapter 3  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
<table>
<thead>
<tr>
<th>Module # and Topics</th>
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<tbody>
<tr>
<td>Module 3:</td>
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<td></td>
<td>Panic Disorder With and Without Agoraphobia</td>
<td>Identify the symptoms of obsessive-compulsive disorder</td>
<td>1. Read Chapter 4</td>
<td>3, 5</td>
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<tr>
<td></td>
<td>Post-Traumatic Stress Disorder</td>
<td>Differentiate between panic disorder with and without agoraphobia</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>Other Stress Disorders</td>
<td>Describe post-traumatic stress disorder</td>
<td>3. Watch the Videos</td>
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<td></td>
<td></td>
<td>Relate the difference between the most common stress disorders</td>
<td>4. Review the Webliography (Web Links)</td>
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<td>5. Take the Exam</td>
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<td>Module 4:</td>
<td>Psychoactive Substances Are Ubiquitous</td>
<td>Examine various characteristics of psychoactive substances</td>
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<tr>
<td>Substance-Related &amp; Addictive Disorders</td>
<td>Caffeine, Alcohol, Nicotine, and Cannabis</td>
<td>Identify the most common substances abused</td>
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<td></td>
<td>Why are Psychoactive Substances So Popular?</td>
<td>Select the reasons which make psychoactive substances so popular</td>
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<td>Potential Problems of Sustained Substance Use</td>
<td>Identify the potential problems associated with sustained substance abuse</td>
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<td>Chronic Use of Substances</td>
<td>Debate the effects of chronic substance abuse</td>
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<td>Overcoming Substance Dependence</td>
<td>Illustrate the steps to take in overcoming substance dependence</td>
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<td>Prevention of Substance-Related Disorders</td>
<td>Identify common prevention programs for those with substance related disorders</td>
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<td>Preventing Unhealthy Habits</td>
<td>Analyze how to prevent unhealthy habits</td>
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<td>Module 5:</td>
<td>Dissociative Disorders</td>
<td>Recognize different theoretical perspectives of dissociative identity disorder</td>
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<td>Dissociative, Somatoform, and Related Disorders</td>
<td>Amnesia and Fugue</td>
<td>Select appropriate treatment for amnesia and fugue</td>
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<td>Depersonalization Disorder</td>
<td>Identify the distinct characteristics of those with depersonalization disorder</td>
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<td>Somatoform Disorders</td>
<td>Recall the psychological factors found in patients with somatoform disorders</td>
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<td>Conversion Disorder</td>
<td>Identify the classic symptoms in patients with conversion disorder</td>
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<td>Factitious Disorders</td>
<td>Define the common traits of factitious disorders</td>
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<td>Body Dysmorphic Disorder</td>
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<td>Munchausen Syndrome</td>
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<td>Module 6: Depressive, Bipolar, and Related Disorders</td>
<td>• Emotions: Normal and Pathological&lt;br&gt;• Grieving&lt;br&gt;• Depressive Disorders&lt;br&gt;• Depressive Episodes&lt;br&gt;• Bipolar Disorders&lt;br&gt;• Etiology of Mood Disorders&lt;br&gt;• Treatment of Mood Disorders&lt;br&gt;• Suicide</td>
<td>• Differentiate between normal and pathological emotions&lt;br&gt;• Identify common grieving reactions&lt;br&gt;• Select the signs of depression&lt;br&gt;• Choose the hallmarks of major depressive episodes&lt;br&gt;• Identify the prevalence of bipolar disorder in the United States&lt;br&gt;• Examine the etiology of mood disorders&lt;br&gt;• Differentiate between treatments in common mood disorders&lt;br&gt;• Predict the common myths surrounding suicide</td>
<td>1. Read Chapter 6&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Submit the Mid-Term Project&lt;br&gt;6. Take the Exam</td>
<td>3, 5</td>
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<td>Module 7: Sleep-Wake, Feeding, and Eating Disorders</td>
<td>• Sleep Disorders&lt;br&gt;• Insomnias&lt;br&gt;• Parasomnias&lt;br&gt;• Etiologies of Sleep Disorders&lt;br&gt;• Eating Disorders&lt;br&gt;• Binge-Eating Disorder&lt;br&gt;• Treatment of Bulimia Nervosa&lt;br&gt;• Treatment of Anorexia Nervosa</td>
<td>• Select the most common sleep-wake disorders&lt;br&gt;• Evaluate the most common types of insomnias&lt;br&gt;• Identify the characteristics closely associated with parasomnias&lt;br&gt;• Debate the recommended treatments for sleep disorders&lt;br&gt;• Assess the factors influencing eating disorders&lt;br&gt;• Differentiate between binge eating and bulimia nervosa&lt;br&gt;• Identify common treatment plans in bulimia nervosa&lt;br&gt;• Illustrate appropriate therapy modalities used in treating anorexia nervosa</td>
<td>1. Read Chapter 7&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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| Module 8: Schizophrenia Spectrum and Other Psychotic Disorders | • The Genesis of Schizophrenia  
• Diagnosis  
• Types and Phases of Schizophrenia  
• Heredity  
• Etiology of Schizophrenia: Genetics  
• Etiology of Schizophrenia: Non-genetic Risk Factors  
• Other Psychotic Disorders  
• Treatment | • Describe the history of the schizophrenia diagnosis  
• Choose the diagnostic criteria for schizophrenia  
• Identify the diagnostic criteria for each of the schizophrenia spectrum disorders  
• Illustrate the role heredity plays in schizophrenia  
• Identify the factors considered to determine one’s chance in developing schizophrenia  
• Select possible risk factors associated with greater vulnerability to schizophrenia  
• Identify the differences in the most common psychotic disorders  
• Differentiate between the side effects in drugs used to treat schizophrenia | 1. Read Chapter 8  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
| Module 9: Personality Disorders | • Categories Versus Dimensions  
• Diagnosing Personality Disorders  
• The Multi-axial Diagnostic System and Co-morbidity  
• Evolution of a Personality Disorder  
• Antisocial Personality Disorder  
• Cluster A: Paranoid, Schizoid, and Schizotypal Personality Disorders  
• Cluster B: Antisocial, Borderline, Histrionic, and Narcissistic Personality Disorders  
• Cluster C: Avoidant, Obsessive-Compulsive, and Dependent Personality Disorders | • Debate what personality means  
• Identify the dimensions people are rated on in determining personality  
• Explain the multi-axial diagnostic system  
• Describe the evolution of a personality disorder  
• Determine the basics of antisocial personality disorder  
• Identify how a personality can be distorted  
• Debate how to treat people with personality disorders  
• Identify the differences in clusters of personality disorders | 1. Read Chapter 9  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
<table>
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<tr>
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</table>
| Module 10: Neurocognitive Disorders | • Diagnosing Dementia  
• Dementia of the Alzheimer’s Type (DAT)  
• Other Types of Dementia  
• Delirium  
• Amnestic Disorders  
• Treatment of Cognitive Disorders  
• Prevention of Cognitive Disorders  
• Psychological Interventions | • Evaluate the concepts behind dementia  
• Identify the characteristics of Alzheimer’s  
• Describe the major cognitive markers most often associated with delirium  
• Illustrate delirium concepts  
• Select simple memory tasks in which patients with amnestic disorders cannot complete  
• Identify types of treatment for cognitive disorders  
• Differentiate between major and mild amnestic disorders  
• Identify treatment plans used for reversing dementia | 1. Read Chapter 10  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
| Module 11: Neurodevelopmental Disorders | • Understanding Developmental Psychopathology  
• Temperament and Behavior  
• Elimination Disorders  
• Conduct Disorder  
• Tourette’s  
• Separation Anxiety Disorder  
• Pervasive Developmental Disorders  
• Conduct Disorders | • Differentiate between types of neurodevelopmental disorders  
• Select typical behavior patterns in those with neurodevelopmental disorders  
• Evaluate elimination disorders  
• Identify the diagnostic criteria in conduct disorders  
• Select appropriate treatment for Tourette’s  
• Identify psychopathological conditions occurring in childhood  
• Differentiate between pervasive developmental disorders  
• Illustrate attention-deficit/hyperactivity deficit disorder | 1. Read Chapter 11  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
| Module 12: Sexual Dysfunction, Paraphilic Disorders, and Gender Dysphoria Disorders | • Paraphilia’s  
• Exhibitionism  
• Fetishism  
• Frotteurism  
• Etiology, Treatment, and Prevention of Paraphilia’s  
• Sexual Dysfunctions  
• Human Sexual Response | • Identify sexual behavior that is disordered  
• Describe paraphilia’s  
• Differentiate between the various types of sexual dysfunctions  
• Measure how people with sexual dysfunctions can be helped | 1. Read Chapter 12  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3, 5 |
<table>
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<tr>
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<th>Module Learning Objectives</th>
<th>Assignments</th>
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<tr>
<td></td>
<td>• Gender Identity Disorder</td>
<td>• Examine the prevention and treatment of paraphilia’s • Identify the treatment of sexual dysfunctions • Illustrate human sexual response • Identify behaviors associated with gender identify disorder</td>
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<tr>
<td>Steps to Course Completion</td>
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E. TEXTBOOK(S) AND REQUIRED MATERIALS

- Textbook (required): Abnormal Psychology DSM 5 by Getzfeld, Andrew R. & Schwartz, Steven
  (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%
<table>
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<tr>
<th>Graded Items</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Mid-Term Project</td>
<td>10 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15 %</td>
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<tr>
<td>Final Research Paper</td>
<td>20 %</td>
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<tr>
<td>Module Exams</td>
<td>55 %</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
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</table>

**Module Exams:**

<table>
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<tr>
<th>Total Points</th>
<th>Percentage Average</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>1080 - 1200</td>
<td>90 – 100 %</td>
<td>A</td>
</tr>
<tr>
<td>960 - 1079</td>
<td>80 – 89 %</td>
<td>B</td>
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<td>840 - 959</td>
<td>70 – 79 %</td>
<td>C</td>
</tr>
<tr>
<td>720 - 839</td>
<td>60 – 69 %</td>
<td>D</td>
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<tr>
<td>0 - 719</td>
<td>0 – 59 %</td>
<td>F</td>
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**Mid-Term Project & Final Research Paper**

Our course includes a mid-term project and a final research paper which are both required to complete the course. The mid-term project is worth 50 points and the final research paper is worth 100 points. Refer to the “Course Assignment Format” section under Student Resources at the top of the course for the assignment format. There are specific word counts and APA requirements. The writing prompt and directions for the mid-term project are located in module 6. The writing prompt and directions for the final research paper are located in the last module. You can start working on these assignments at any time during the course, but they must be completed before the final exam.

**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
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) upper level 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 credit. 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](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 dishonestly, 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.