



**UPPER IOWA**  
UNIVERSITY

# COURSE SYLLABUS

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## PSY 360: Abnormal Psychology

### **Self-Paced Course – Web-Based Format Option**

Session begins on the 1<sup>st</sup> day of enrollment month and ends on the last day of the 6<sup>th</sup> month.

This course packet contains all assignments and forms necessary for completing your self-paced course. Submit all completed assignments through the appropriate location on the course uiuLearn page. If you need academic assistance with the course, please feel free to contact your instructor via email or phone.

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### Instructor Information

**Instructor Name:** Dr. Shelby A. Kaura  
**Email:** [kauras@uiu.edu](mailto:kauras@uiu.edu)  
**Phone:** 515-225-1800 ext. 115

**Contact Information:** For questions, comments, or concerns please contact the Self-Paced Degree Program office:  
Telephone: 563-425-5200 or 1-800-553-4150  
E-mail: [selfpaced@uiu.edu](mailto:selfpaced@uiu.edu)  
Address: Upper Iowa University, PO Box 1857, Fayette, IA 52142

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## Welcome and thank you for choosing Upper Iowa University!

Whether you are taking one course or pursuing your degree, your satisfaction is important to us. We look forward to working with you to successfully complete this course.

There are several **KEY** points you need to know for this experience to be a good one.

Please review the **entire** course packet before beginning the course. Refer to the course packet throughout the enrollment period for important policies. Your course packet consists of:

- Syllabus
- About the instructor
- 4 Units

1. Please review the entire course syllabus before beginning the course. Be sure you understand the course procedures and objectives. Procedures do change, so please review ALL forms even if this is not your first self-paced course. Your course status may be affected if policies are not followed.
2. The minimum time allowed to complete a self-paced course is two weeks per credit hour. A three-credit course cannot be completed in fewer than six weeks. Final assignments will not be assessed or feedback returned until the conclusion of the sixth week of the course.
3. You must submit all completed assignments of a unit at one time. Any missing assignments will not be accepted after the unit is submitted. No more than three units may be submitted in a one-week period. Though you are within your rights to complete multiple units before receiving instructor feedback, doing so is disadvantageous to your success because feedback received from the instructor is critical to your success on subsequent units as it allows you to improve. You will not be permitted to rescind submitted assignments, so the wisest path to success is submitting one unit at a time and waiting for feedback before completing the next unit.
4. Please address specific questions about course content to your instructor. If the information is not clear, contact your instructor for additional guidance. If your units are not returned within a reasonable period of time (3 weeks), please contact our office.
5. As a best practice, you are encouraged to always make a copy of your units before submitting them for grading. Some assignments, including exams, will not be returned in complete.
6. Upper Iowa University staff and faculty are dedicated to providing you a rewarding learning experience. We would like to hear from you with any comments, questions or concerns.

**Thank you for choosing Upper Iowa University. Let's get started.**

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## About the Instructor

Welcome! My name is Dr. Shelby A. Kaura, and I'll be your instructor for this self-paced course. I am an associate professor of Psychology and Human Services at Upper Iowa University. I've been at UIU for seventeen years now and teach any and all psychology and human services courses. I also serve as the Chair of the Department of Psychology and Human Services.

I'm an Iowa native and have lived here my whole life. I enjoy spending time with family and friends, and in a previous life, I went to culinary school, so I enjoy cooking and baking whenever I have the chance to spend some serious time in the kitchen!

For the best possible experience in class working with me as your instructor, you should know that I operate under the assumption you are self-motivated and plan to take initiative to complete all assignments in a timely manner. Please read and carefully consider any feedback I send you: my expectation is you're using feedback to improve; if you are not improving, you will see diminishing returns on later assignments. If you experience any challenges or hardships in your personal or professional life that could negatively affect your performance in class, I'm happy to work with you provided that you inform me of your needs before, not after, you fall behind in class. If you're aiming for a high grade in class, I'm thrilled to work with you to get it, but that process of making it happen starts early in class, not after falling behind. So long as you complete all assignments, read all course materials completely, and do your best, you're going to like the results.

**Course Description:** A survey of the major classifications of psychopathology, including conceptual approaches to the understanding of psychopathology, etiology, and treatment.

**Semester Credits:** 3 semester credits

**Prerequisites:** PSY 190

**Credit Hours:** As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see *UIU's Policy Guidelines for Instructional Time Expectations*: [UIU Policies](#).

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## Course Materials

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

### Required Textbooks

Barlow, D. H. (2023). *Psychopathology: An Integrative Approach to Mental Disorders* (9<sup>th</sup> Edition).

Cengage Publishing. ISBN-13: 978-0-357-65784-3. ISBN-10: 0-357-65784-5,

## Recommended Resources

APA Publication Manual of the American Psychological Association: 7<sup>th</sup> Edition:  
American Psychological Association (2020),  
ISBN-13: 978-1433832178  
ISBN-10: 1433832178

## Recommended Resources

UIU Writing Center

- Email: [writingcenter@uiu.edu](mailto:writingcenter@uiu.edu)
- Phone: (563) 425-5272

UIU Academic Success

- Email: [academicsuccess@uiu.edu](mailto:academicsuccess@uiu.edu)
- Phone: (563) 425-5264

## Ordering Textbooks

Purchase your textbook through the online university bookstore, [MBS Direct](#), or by phone at (800) 325-3252.

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## Course Objectives

1. Students will be able to identify psychological disorders including the symptoms related to these disorders.
2. Students will be able to distinguish different models to treat various psychological disorders.
3. Students will be able to recognize familial, socio-cultural, and developmental variables in the etiology of psychological disorders.

## Program Student Learning Outcomes

### Psychology

3. Program Outcome: Knowledge Base in Psychology
  - a. SLO: Students will demonstrate familiarity with concepts, theoretical perspectives, empirical findings, and historical trends in psychology enabling them to better understand and apply psychological principles to personal, social, and organizational issues.

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## Course Requirements and Grading Criteria

### Course Requirements

1. Review the **entire** course syllabus before beginning the course. Be sure you understand the course procedures and objectives. Procedures do change, so please review **ALL** forms even if this is not your first course. Your course status may be affected if policies are not followed.

2. Students who develop a regular time schedule and set goals for unit completion are most successful in completing courses within a specific timeframe.
3. We advise submitting **one unit at a time** rather than all of the units at once. The feedback you receive from the instructor is **critical** to your success on subsequent lessons. Instructors will only grade complete units. These comments allow you to improve and modify the next units if necessary. *Please note: No more than three assignments/units may be submitted in a one-week period.*
4. If the information in your syllabus is not clear or if units are not returned to you within a reasonable period of time (3 weeks), please contact the Self-Paced Program office. We would like the opportunity to address concerns, however, we may not know unless we hear from YOU!
5. ALWAYS make a copy of your completed units before submitting them for grading.

## **Course Requirement Descriptions and Expectations**

The course consists of 4 units. All course materials will be available and all work should be turned in for grading. You should not go onto another Unit without completion of the prior unit. Even though you do not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it is important to maintain a regular schedule, if possible, to complete all course work. It is too easy to set work aside and decide to do it later.

### **Assignments:**

#### **Writing Assignments:**

There are four written papers (including the student introduction paper) due in this class, and each is described below along with the unit in which it is due. Please read the assignment descriptions carefully and be sure to follow all directions regarding content and format.

#### **Essay Questions:**

There are 32 essay questions, eight for each Unit (1-4). Each essay question is worth 15 points. Each question response should be a minimum of 3-4 paragraphs, or one page in length, typed and double spaced.

### **Exams:**

#### **Midterm Examination:**

There is a Midterm Exam after Unit 2. The exam is open book and consists of 50 multiple choice questions. The Midterm Exam covers Chapters 1-3 and 5-8. You will have 90 minutes to complete each exam.

### **Final Examination:**

There is a Final Exam after Unit 4. The exam is open book and consists of 50 multiple choice questions. The Final Exam covers Chapters 10-16. You will have 90 minutes to complete each exam.

## **QUESTIONS & FEEDBACK**

You will receive your graded units within approximately three weeks from the date you submit them. If there is a delay, please call Upper Iowa University. After receiving the graded unit, review and contact me immediately with any questions.

### **GRADING CRITERIA**

The course letter grade will be based on the following grading criteria.

Activity	Points
Student Autobiography	20
4 Unit Essay Questions (120 pts. Per Unit x 4 Units=480)	480
Fear and Phobia Paper	100
Personality Disorders Paper	100
Insanity Defense Paper	100
Midterm Exam (50 items /Chs. 1-8 /2 pt. each=100)	100
Final Exam (50 items /Chs. 9-16 /2pt. each = 100)	100
<b>Total Points</b>	<b>1,000</b>

### **GRADE SCALE**

Letter Grade	Percent	Points
A	93-100%	930-1,000
A-	90-92%	900-929
B+	87-89%	870-899
B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699

D	63-66%	630-669
D-	60-62%	600-629
F	0-59%	0 – 599

## Grades and Feedback

### Turnitin

Turnitin is a tool for both teachers and students to ensure academic integrity by checking the originality of submitted papers to avoid issues of plagiarism and academic dishonesty. Students should be aware that Turnitin scans submitted work and compares it to ALL other sources on file.

### Incompletes

Students will be allowed to request an extension and receive an 'I' (incomplete grade) at the end of their original six-month enrollment period if:

- A minimum of one assignment has been received for grading per guidelines **AND**
- All course units and exams are not completed and submitted **OR**
- A course withdrawal has not been initiated.

**Note:** The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

### Incomplete grade details

- When the extension is granted and an incomplete grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'I' grade posted to the student's official record will be replaced with a final letter grade; however, the incomplete will remain on the official transcript as a notation.
- If the course is not completed by the end of the incomplete period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can reenroll and repeat the entire course for credit.

**Note:** Students are not reported as enrolled during the incomplete period and are not eligible for student loan deferment.

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## Course Schedule

Course units and exams should be completed in the order they are shown below. Completing units/exams out of sequence could result in a loss of points and a reduced grade.

The appropriate unit cover sheet must be included with your assignment.

Unit	Topics of Study	Activities	Assessments
<b>Unit 1</b>	<b>Chapter 1</b> Psychopathology in Historical Context  <b>Chapter 2</b> An Integrative Approach to Psychopathology  <b>Chapter 3</b> Clinical Assessment and Diagnosis	<b>Review your packet</b>  <b>Read:</b> About Your Instructor  <b>Chapters 1, 2, and 3</b>  Formulate a timeline for the course	<b>Unit 1:</b>  <b>Student Autobiography</b>  Essay Questions
<b>Unit 2</b>	<b>Chapter 5</b> Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders  <b>Chapter 6</b> Somatic Symptom and Related Disorders and Dissociative Disorders  <b>Chapter 7</b> Mood Disorders and Suicide  <b>Chapter 8</b> Eating and Sleep-Wake Disorders	<b>Read</b>  <b>Chapters 5, 6, 7, and 8</b>  Review your timeline, confirm you are on schedule	<b>Unit 2</b>  Essay Questions  <b>Fear and Phobia Paper</b>
<b>MIDTERM</b>	<b>Midterm Chapters 1-3 and 5-8</b>	<b>50 Multiple Choice Questions 2 pts. each</b>	



Unit	Topics of Study	Activities	Assessments
<b>Unit 3</b>	<b>Chapter 10</b> Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria  <b>Chapter 11</b> Substance-Related, Addictive, and Impulse-Control Disorders  <b>Chapter 12</b> Personality Disorders  <b>Chapter 13</b> Schizophrenia Spectrum and Other Psychotic Disorders	<b>Read</b>  <b>Chapters 10, 11, 12, and 13</b>  Review your timeline, confirm you are on schedule	<b>Unit 3</b>  Essay Questions  <b>Personality Disorders Paper</b>
<b>Unit 4</b>	<b>Chapter 14</b> Neurodevelopmental Disorders  <b>Chapter 15</b> Neurocognitive Disorders  <b>Chapter 16</b> Mental Health Services: Legal and Ethical Issues	<b>Read</b>  <b>Chapters 14, 15, and 16</b>  Review your timeline, confirm you are on schedule	<b>Unit 4</b>  Essay Questions  <b>Insanity Defense Paper</b>
<b>FINAL</b>	<b>Final Exam Chapters 10-16</b>	<b>50 Multiple Choice Questions 2 pts. each</b>	

## **ASSIGNMENTS FOR UNIT 1 AND BASED ON CHAPTERS 1-3**

### **Student Autobiography:**

**(20 Points)** Student Autobiography is the first graded assignment in Unit 1 and is worth 20 points. Since we may never have the opportunity to meet face to face, I would like to know a little bit about you. Please provide the following information and tell me about yourself.

1. Your educational aspirations/what do you hope to achieve with your degree?
2. Employment
3. Family,
4. Favorite television shows,
5. What type of books/comic books/graphic novels do you read for fun?
6. Favorite candy and
7. Hobbies

**Submit this autobiography along with your other assignments in 'Unit 1'**

### **Unit 1 Essay Questions:**

Each essay question is worth 15 points. Each question response should be a minimum of 3-4 paragraphs, or one page in length, typed and double spaced.

1. Explain why the following criteria are not completely satisfactory in defining abnormality: psychological dysfunction; distress; and "culturally expected" behavior.
2. What is the difference between prevalence and incidence? Why is this distinction important to mental health?
3. Describe the diathesis-stress model. Use it to explain how one identical twin might have clinical depression while the other does not.
4. What are the basic components of the multidimensional integrative model? What does the term integrative mean in this model?
5. What scientific evidence supports the idea that biology, environment, and development work together to impact vulnerability to psychological disorders later in life?
6. Marisa goes to see a psychologist because of some acute distress and feels overwhelmed. Describe the process that Marisa's psychologist will use to reach a diagnosis and develop a treatment plan.
7. The DSM-5 brought changes to the diagnosis of mental disorders that have raised many concerns. Discuss the major criticisms of the DSM-5 that are discussed in your text.
8. Labeling a patient with a diagnosis is often referred to as a "double-edged sword", as the diagnosis label can both help and hurt the patient. Explain the advantages and disadvantages (for the patient) of a diagnostic label.

## **ASSIGNMENTS FOR UNIT 2 AND BASED ON CHAPTERS 5-8**

### **FEAR AND PHOBIA PAPER – 100 POINTS**

Often times the terms “fear” and “phobia” are used interchangeably when in fact, the two terms are quite different and refer to very different experiences.

1. Define and describe both fear and phobia.
2. What are the main differences between the two?
3. How does a fear become a phobia?
4. What are the diagnostic criteria for a phobia diagnosis (in general)?
5. How do both fears and phobias impact a person’s life (personal, professional, relationships, etc.)?

Each paper must be at least 5 full pages of content and include a title page and reference list formatted in APA style that are not counted in the 5-page requirement. The paper should be double spaced, using 12-point font, and 1-inch margins.

Each research paper **MUST include a minimum of 4 peer reviewed journal articles**. While you may use your textbook or notes as general information sources, you CANNOT count the course materials toward your minimum resource requirements. If you do use your course materials, these must also be cited properly and listed on your reference list. **NO websites, textbooks, or other outside sources are allowed.** You must find peer-reviewed, scientific studies associated with your chosen topic. Any paper not using the appropriate sources will automatically receive a score of zero for the paper.

**This Paper will be submitted along with your Unit 2 Assignment**

### **Unit 2 Essay Questions:**

Each essay question is worth 15 points. Each question response should be a minimum of 3-4 paragraphs, or one page in length, typed and double spaced.

1. Describe posttraumatic stress disorder and acute stress disorder and discuss the major differences between the two.
2. Discuss obsessive-compulsive disorder and explain the concept of thought-action fusion.
3. Women are more likely than men to be diagnosed with somatic symptom disorder. Why do you think that this is the case?
4. Discuss the controversy surrounding false memories. Do you think it is possible for a psychologist or psychiatrist to “plant” false memories of events that never happened to a patient? Why or why not?
5. Compare and contrast the symptoms of major depressive episode, a manic episode, persistent depressive disorder, and hypomania.
6. Identify and explain the risk factors associated with suicide. Why is it so often associated with those who experience depression and/or anxiety?
7. Eating disorders such as anorexia nervosa and bulimia nervosa are generally “blamed” on culture and society. At the same time, there appears to also be a genetic influence involved. Explain how culture and genetics may interact in the development of both anorexia nervosa and bulimia nervosa.
8. In what ways to people with anorexia nervosa and people with bulimia nervosa tend to be similar and in what ways are they different? Make certain to include similarities and differences in the symptoms of the disorders as well as the dysfunctional thoughts typically associated with each disorder.

## **ASSIGNMENTS FOR UNIT 3 AND BASED ON CHAPTERS 10-13**

### **PERSONALITY DISORDERS PAPER – 100 Points**

Choose one of the personality disorders described in Chapter 12 of your text and answer the following questions:

- What are the symptoms of the personality disorder you selected, and what are the diagnostic criteria necessary to be classified as having this disorder?
- What are all the ways that the disorder can/will impact an individual's life (personal, professional, relationships, etc.)?
- What are the treatment options available to address this disorder and how effective are they?

**NOTE:** Schizophrenia is NOT a personality disorder. Also, there is a difference between Obsessive-Compulsive Disorder (OCD) and Obsessive-Compulsive Personality Disorder (OCPD). Please be sure that you do not choose Schizophrenia or OCD as your chosen disorder for this paper

Each paper must be at least 5 full pages of content and include a title page and reference list formatted in APA style that are not counted in the 5-page requirement. The paper should be double spaced, using 12-point font, and 1-inch margins.

Each research paper **MUST include a minimum of 4 peer reviewed journal articles**. While you may use your textbook or notes as general information sources, you CANNOT count the course materials toward your minimum resource requirements. If you do use your course materials, these must also be cited properly and listed on your reference list. **NO websites, textbooks, or other outside sources are allowed.** You must find peer-reviewed, scientific studies associated with your chosen topic. Any paper not using the appropriate sources will automatically receive a score of zero for the paper.

**This Paper will be submitted along with your Unit 3 Assignments**

### **Unit 3 Essay Questions:**

Each essay question is worth 15 points. Each question response should be a minimum of 3-4 paragraphs, or one page in length, typed and double spaced.

- 1) Describe the impact of culture on the definition of a sexual disorder. What cross-cultural evidence suggests that “normal” sexual behavior is culturally defined? Give one example of a sexual behavior that would be seen as “normal” in one cultural context but not in another.
- 2) Describe the symptoms of THREE (3) different forms of paraphilia. What do all paraphilias have in common?
- 3) Compare and contrast the “levels of involvement” in the following substance-related concepts: use; intoxication; and dependence. Define the meaning of the word “addiction”.
- 4) Why are gambling problems so difficult to treat? What have researchers found to be effective in treating Gambling Disorder?
- 5) What are the “Big Five” characteristics that form the five-factor personality model? Give at

least one example from each category. Why are these five factors considered “nearly universal”?

- 6) Describe the similarities and differences between individuals with obsessive-compulsive personality disorder and individuals diagnosed with obsessive-compulsive disorder.
- 7) Explain what is meant by the terms “positive” and “negative” symptoms of schizophrenia. Provide THREE (3) examples of each and discuss how these symptoms relate to the prognosis of the disorder.
- 8) Discuss how medication works to treat schizophrenia and the challenges associated with the use of medication.

## **ASSIGNMENTS FOR UNIT 4 AND BASED ON CHAPTERS 14-16**

### **INSANITY DEFENSE PAPER – 100 Points**

One of the most controversial topics discussed in this course is the insanity defense. Some view this as a necessary and legitimate defense strategy when an individual commits a crime, while others view it as nothing more than an excuse for committing illegal acts.

1. What is the definition of the insanity defense and what are the criteria that have been used to determine if an individual is not guilty by reason of insanity?
2. What are the benefits and drawbacks to having the insanity defense as an option in our criminal justice system?
3. What is the success rate of course cases where the insanity defense has been utilized?
4. What is the difference between not guilty by reason of insanity (NGRI) and guilty but mentally ill (GBMI)?
5. What is your personal opinion? Is the insanity defense a necessary and needed defense strategy, or is it just an excuse people use to get out of jail?

Each paper must be at least 5 full pages of content and include a title page and reference list formatted in APA style that are not counted in the 5-page requirement. The paper should be double spaced, using 12-point font, and 1-inch margins.

Each research paper **MUST include a minimum of 4 peer reviewed journal articles**. While you may use your textbook or notes as general information sources, you CANNOT count the course materials toward your minimum resource requirements. If you do use your course materials, these must also be cited properly and listed on your reference list. **NO websites, textbooks, or other outside sources are allowed.** You must find peer-reviewed, scientific studies associated with your chosen topic. Any paper not using the appropriate sources will automatically receive a score of zero for the paper.

**This Paper will be submitted along with your Unit 4 Assignments**

### **Unit 4 Essay Questions:**

Each essay question is worth 15 points. Each question response should be a minimum of 3-4 paragraphs, or one page in length, typed and double spaced.

- 1) Your text discusses the racial differences in the diagnosis of specific learning disorder. Based on what you learned about this diagnosis, describe the likely causes for these differences.
- 2) Autism spectrum disorder was once wrongly seen as a result of poor parenting. What harm might this misunderstanding cause?
- 3) Describe the symptoms of attention deficit/hyperactivity disorder and discuss the major controversies surrounding this diagnosis.
- 4) What is the prevalence of Alzheimer's Disease and why is it so difficult to measure?
- 5) Explain how neurocognitive disorder due to Alzheimer's Disease is usually treated.

Include information about medication and psychological therapies. How would you characterize the success of the currently available treatment options for this disorder?

- 6) Describe recent research on the prevention of neurocognitive disorders. Give an example of one specific prevention strategy currently in use.
- 7) Discuss research studies on the relationship between mental illness and dangerousness. Describe symptoms that correlate with an increased risk of violence among the mentally ill.
- 8) Explore the consequences of the policy known as “deinstitutionalization”, noting specifically the effect it had on homelessness. Compare the intended outcome of this policy with the actual outcome.



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## Course Expectations

### Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#) (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

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## University Policies

### Withdrawal (W)

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period\* 100%

After the first lesson through 10% of the enrollment period 90%

After the first 10% through the first 25% of the enrollment period 50%

After the first 25% of the enrollment period 0%

\*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the

student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to [uiu.edu/financialaid](http://uiu.edu/financialaid).

### **Administrative Withdrawal (AW)**

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course. Students who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99. Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

### **Academic Accommodations**

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an [application for services](#) that can be found on the [Student Accessibility Webpage](#). In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

Contact the Director at (563) 425-5949, [accessibility@uiu.edu](mailto:accessibility@uiu.edu) or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

### **Academic Misconduct Policy**

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

**Cheating** includes, but is not limited to:

- The use of unauthorized books notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
- The submission of the same work for two or more classes without the approval of instructors involved.

**Academic dishonesty** includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately.
- Accessing another person's work without permission.
- Providing false or incomplete information on an academic document.
- Changing student records without approval.
- Obtaining and using texts or other materials intended for instructor use only.

**Plagiarism** includes, but is not limited to:

- The presentation of another's published or unpublished work as one's own.
- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
- Using charts, graphs, statistics or tables without proper citation.

### **Levels of Academic Misconduct and Sanctions**

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university ([Academic Misconduct Policy: Table 1](#)). A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined in [Academic Misconduct Policy: Table 1](#) should be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

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## **Copyright Statement**

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

**This syllabus is subject to change.**

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