All chapters should be read, studied, and covered. All information in this course are required. You pace your own chapters reading and studying. The below plan is only a recommendation.

We will explore the symptoms, etiology, diagnostic classification, and treatment of personality disorders. Manage your study and review time to cover all chapters. The final exam covers all chapters. Best review for the exam starts the first day of learning. Meaning, organize your time and learnings by studying every chapter and all information posted for you in this course. *See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

Table of Contents

1. Abnormal Psychology: Historical and Modern Perspectives 2. Research Methods in Abnormal Psychology 3. Assessment and Diagnosis 4. Anxiety, Trauma- and Stressor-Related Disorders (week 1)

The above recommended chapters to study each week of the 5-week course. The below is another suggestion. You plan your study and review timeline on your own pace. Again, this is a graduate level course and what you see here, below, of course readings and times, as listed below, are only suggestions that you may or may not follow.

Meeting Times

We will meet tomorrow, Tuesday, September 26 at 5:30pm for WEEK 1.

This is the first day of the course. Here is the link https://lamar.adobeconnect.com/harris5350/
Webinars for week 2-5 will be on Monday's 5pm central with the link from above.

Please sign in with your FIRST AND LAST NAME. WEBINARS ARE NOT MANDATORY BUT YOU ARE EXPECTED TO WATCH THE RECORDING WHICH WILL BE POSTED AFTER THE MEETING IN THE ANNOUNCEMENTS OF THE COURSE.

CHECK COURSE ANNOUNCEMENTS AND LAMAR EMAIL DAILY.

Contact Information

PATRICIA A. HARRIS, EDD, CSS, NCC, NCSC
MED, LPC TX
paharris@lamar.edu

Please use my Lamar email for faster and preferred response.

Office: Education Building #225
Office Phone: 409 880 7235 (email preferred)

Virtual office hours: Monday and Tuesday 10-noon or contact me for another time


Catalog Description

A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment.

Course Objectives

1. Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.
2. Operate and perform at the graduate level. High quality performance is expected in this course.
3. Produce quality graduate work, behaviors, and outcome;
4. Be cooperative and adhere to course information and course policies and procedures;
5. Conduct performance per professor, graduate and college's expectations;
6. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner;
7. Identify etiologies and diagnoses based on symptoms presented;
8. Identify and learn about diagnoses using the DSM5 or later versions;
9. Evaluate potential for suicide risk and risk assessment plans related;
10. Devise treatment plans based on diagnoses;
11. Identify involvement of family in treatment;
12. Recognize professional issues biases and stigma of mental disorders;
13. Differentiate between mental health diagnoses and developmentally appropriate reactions;
14. Distinguish legal and ethical considerations in presented cases;
15. Understand the role CNS role plays in normal and abnormal psychology of humans;
16. Understand Affective Disorders and as related to normal and abnormal behaviors;
17. The role of Psychopharmacology in treating abnormal behaviors and disorders;
18. The role neuroscience plays in understanding humans abnormal psychology and behaviors;
19. Requires high level of performance, ample time into learning concepts and theories, and application of those learning concepts into diagnosis and treatment per course content and instructional team directives.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

- Operate and perform at the graduate level. High quality performance is expected in this course.
- Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.
- Learning outcomes at the graduate level of performance and quality production
- Learning to identify etiologies, diagnoses, and treatment plans based on DSM 5
- Ability to conduct a suicide risk assessment Ability to devise treatment strategies for systematic diagnoses using DSM5
- Ability to apply legal and ethical considerations in presented cases
- Ability to understand the CNS, Affective Disorders, and Psychopharmacology.
- Ability to learn about human psychopathology and abnormalities.
- Ability to analyze, synthesize, diagnose, and evaluate at the graduate level and as required in the course, and as judged by the instructional team.

Course Materials


Use of Revel is optional and can be linked to the book. Pearson representatives can assist.

Abnormal Psychology: A Scientist-Practitioner Approach is a great textbook written by the following authors:
Revel is highly recommended materials for learning that accompanies your textbook. Yet, it is an optional requirement and a recommended technology to purchase or lease that will offer great media and information companion. It can be purchased/leased from Pearson but check with your instructor. So, it is up to the student to obtain it or not. It is also the student's responsibility to obtain it via Pearson.

REVEL is Optional textbook and resources for your supplemental learning. Strongly encouraged to have but you do not have to have it.

[Revel for physiology of behavior (Optional/Recommended by Dr. Hamza)]

Carlson, Neil R. (2016) or later edition. Physiology of behavior (12th Ed.). Boston: Pearson. (This Revel which includes a textbook and all content is used for different courses and good to have at all times. A great supplement reading for mental health professionals.

Revel Additional Information from Pearson. Note: Purchase or lease option of this book is your responsibility as a student and having the textbook access is required upon the start of the semester. Professors have no control over this process.

*Revel is technology-based and includes a textbook (a textbook included with Revel all for $79 a semester, price might change), videos, power point presentations, and more.

Beidel/Bulik - Revel for Abnormal Psychology: A Scientist-Practitioner Approach -- Access Card, 4/e To learn more about this title visit the Pearson Higher Education. Should you have any trouble accessing Revel Customer Success. Information needed for both:

<table>
<thead>
<tr>
<th>Accessing labs and videos is your responsibility. Prices are an estimate and may change according to Pearson's sales and marketing. The professor and the college have no impact on this matter. Includes Pearson eText?</th>
<th>Access Length</th>
<th>Bookstore ISBN(s)</th>
<th>Price to Bookstore</th>
<th>Suggested Retail Price</th>
<th>Instant Access</th>
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<th>Print Offer</th>
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<tr>
<td>Revel</td>
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<td>69.99</td>
<td>93.32</td>
<td>79.99</td>
<td>19.99</td>
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</tbody>
</table>
This course is presented in an intensive five-week format. Each week includes readings from assigned texts on the topic, video lectures from professors, discussion with your colleagues, and assignments for you to apply the concepts discussed in each week. A Final Project Steps 1, 2 and 3, introduced in Week 1 will culminate by Week 5.

**A FINAL EXAM ALSO IS REQUIRED. IT IS WORTH 400 POINTS.** It is comprehensive and covers all content in this course. Please note, that old exams are invaluable to the current exam you are taking.

*Exams change every semester. It is important to review the syllabus, all course materials and due dates at the onset of the course. Managing your work and time is key to passing and doing well in this course, as mentioned above.*

**APPLICATION ASSIGNMENTS (4 assignments. 300 Points)**

1. All work must adhered to the course, syllabus, and academic expectations of quality graduate work.
2. Each of the first four weeks (75 points for each Week, 1-4; 4X75=300 point). That is 4 assignments for the semester.
3. You will submit an assignment where you will demonstrate your understanding of the concepts learned, and course content learned.
4. Some assignments will demonstrate your mastery while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.
5. IA discretion and professional judgement counts as the highest factor in determining your grade. Once a grade is issued, final grades are final. Should you debate, argue, or disagree to a grade issued by the IA, send your IA an email following the rules and polices of proper communications and ask for an explanation of the grade.
6. Communications and Professionalism.
7. Course Assignments are due by the 7th day of the week or as indicated in the grading and course calendar, or syllabus information, and dates may change by instructor.
8. Syllabus subject to change due to any unforeseen changes and circumstance.

**DISCUSSIONS (100 points; 20 points per week)**

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

**Discussion Requirements:***

1. You are expected to participate at least 3 separate days a week in the weekly discussion area. Discussion topics/questions are provided in the Discussion Board area. Initial post due Day 4 and responses due Day 6. (exception is week 1 DB where you will have time until Sunday). All other weeks resume regular discussion dates.
2. In addition, you are expected to respond to two of your fellow students’ postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant
issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position.

3. Each week has at least one discussion question. The discussion questions require an original Initial Post (which includes at least two APA citation/ references) and responses to at least 2 other students’ postings (one citation/response for each response).

4. According to course design system, the Initial postings for the discussion board are due by Day 4, and responses are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. You may post peer responses before your main post.

COURSE PROJECT (The Final Project. 200 Points)

1. Adhere to the Due Dates listed in your course/MM.
2. Check your Due Dates in your BB course information so you do not miss due dates.
3. Do not wait until the last minute to submit your work.

Comprehensive Exam (in week 5, 400 points, 120 minutes)

Use of book permitted. Only one attempt so far for this reason:

1. Make sure your system works well (e.g., IT system) and ensure it does not update automatically.

For all uploads:

1. do not submit/upload the wrong assignment, or upload blank documents. That is your responsibility. It may result in 0 credit or significant loss of points, or denial of a second attempt.
2. Second attempt means: the first attempt failed to upload, access, or the like. See detailed instructions in your BB course information.

Accreditation Standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>AAQEP Standards</th>
<th>TEES 252</th>
<th>TAC</th>
<th>Curricular Experience in 5350</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify etiology and diagnoses based on symptoms presented</td>
<td>D.I.002</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task</td>
<td>Standard</td>
<td>Code</td>
<td>Relevant Course Material</td>
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<tr>
<td>2</td>
<td>Construct diagnostic assessment using the DSM</td>
<td></td>
<td>D.I.002</td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate potential for suicide risk and action plans related to that risk</td>
<td>Standard I.B</td>
<td>D.II.004</td>
<td>TAC b13, c4, c5, d3, d4, f3, f4 Wk 3 discussion</td>
</tr>
<tr>
<td>4</td>
<td>Devise treatment strategies for diagnoses</td>
<td></td>
<td>D.I.002</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
</tr>
<tr>
<td>5</td>
<td>Identify involvement of family in treatment</td>
<td>Standard II. A</td>
<td>D.II.005</td>
<td>TAC c4, c5, f3, f4c 5; c 8 Week 5 discussion; wk 5 assignment</td>
</tr>
<tr>
<td>6</td>
<td>Recognize professional issues biases and stigma of mental disorders</td>
<td>Standard I.C</td>
<td>D.I.002</td>
<td>TAC e1, e2, e3, e4 Wk 3 assignment</td>
</tr>
</tbody>
</table>
Differentiate between mental health diagnoses and developmentally appropriate reactions

Distinguish legal and ethical considerations in presented cases

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**COURSE STRUCTURE**

This course is presented in an intensive five-week format. Each week includes readings from assigned texts on the topic, video lectures from professors, discussion with your colleagues, and assignments for you to apply the concepts discussed in each week. A Final Project Steps 1, 2 and 3, introduced in Week 1 will culminate by Week 5. **A FINAL EXAM IS REQUIRED.** It is comprehensive and covers all content in this course. Please note, that old exams are invaluable to the current exam you are taking.

Exams change every semester. It is important to review the syllabus, all course materials and due dates at the onset of the course. Managing your work and time is key to passing and doing well in this course, as mentioned above.

✔️ **Grading and Assignments**

**APPLICATION ASSIGNMENTS** (4 assignments. 300 Points)

1. All work must adhered to the course, syllabus, and academic expectations of quality graduate work.
2. Each of the first four weeks (75 points for each Week, 1-4; 4X75=300 point). That is 4 assignments for the semester.
3. You will submit an assignment where you will **demonstrate** your understanding of the concepts learned, and course content learned.
4. Some assignments will demonstrate your **mastery** while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.
5. IA discretion and professional judgement counts as the **highest** factor in determining your grade. Once a grade is issued, final grades are final. Should you debate, argue, or disagree to a grade issued by the IA, send your IA an email following the rules and polices of proper communications and ask for an explanation of the grade.
6.
please adhere to the directives, communications, and suggestions found in the syllabus and important documents.

*all assignments and article critiques/reviews will be required to be submitted through safeassign. students should check their originality reports for each submitted assignment. for more information regarding safeassign, please visit: http://kb.blackboard.com/display/safe/how+does+safeassign+work

*any safeassign resulting in 30+% may result in 0, reduced points, or other per the referral to designated student department if higher that 40+%

7. communications and professionalism.

8. course assignments are due by the 7th day of the week or as indicated in the grading and course calendar, or syllabus information, and dates may change by instructor.

9. syllabus subject to change due to any unforeseen changes and circumstance.

DISCUSSIONS (100 points; 20 points per week)

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

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2. Second attempt means: the first attempt failed to upload, access, or the like. See detailed instructions in your BB course information.

## Grading Scale

<table>
<thead>
<tr>
<th>GRADING PROCESS Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>20 points each week for five weeks</td>
<td>100</td>
<td>10 %</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 total points.</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>400 total points.</td>
<td>400</td>
<td>40%</td>
</tr>
</tbody>
</table>

900-1000 points = A
800-899 points = B
700-699 points = C
600-699 Points = D
Below 600 points = F

If you drop after the due date, the grade you earn is the grade you receive. Keep up with your drop dates found on the Lamar website under Academic Calendar for 5 weeks Education programs.

### Additional Items

**IMPORTANT ACCESS INFORMATION** for REVEL

Student Registration Instructions

To access REVEL from your Blackboard course:
1. Start from your Blackboard course.
2. Select a content area (perhaps called Content or REVEL) from the left navigation.
3. Select Open REVEL.

If you have a Pearson account, enter your username and password. Otherwise, create a new account. When your accounts are linked, select an access option:

Redeem an access code purchased from the bookstore.

Buy access using a credit card or PayPal.

If available, get temporary access.

Your REVEL content appears.

To go back to Blackboard, look for the Blackboard tab or window in your browser.

See Important Documents for additional Revel information.

Throughout the semester, please access your REVEL content through Blackboard.

To upgrade temporary access to full access:

To upgrade your access before your temporary access expires, select the link in your confirmation email.

Once your temporary access expires, when you open REVEL from Blackboard, you’re prompted to upgrade your access. Redeem a pre-purchased access code, or buy access using a credit card or PayPal.

Need help?

If you have trouble getting access, make sure your laptop or other device is set up to work with REVEL.


If all fails, call Pearson Tech Support not your professor, BB, or the IA. They cannot help.

Revel Training & Support
Pearson Support for Online Teaching
Student Tech Support
Make sure you take some time to learn about Revel and how to use it. It is a leap in technology and a one stop shop. You have the best of materials on your hands. Using Revel’s videos to watch all up to date information regarding this course. Videos in this course are old Revel solves 7 the problems. If all fails, or you do not purchase or lease Revel media, or wish to substitute any video or learning media with other available YouTube or Khans Academy videos and learning media, you are allowed to do so. Meaning if any of the posted videos have broken links or not enough, use other media of choice. You are permitted and recommended to do so.

**Question:** Can we, students, buy the book from other publishers, book sellers, etc.

That is your choice as long you purchase the book listed in this syllabus.

**American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders** (5th ed.). Arlington, VA: Author. DSM5 is your reference into all work in this course in addition to the APA style.

*(This text is available to you **FREE** of charge through the Lamar library. Check on that with the library to see how to obtain an access)*

**IMPORTANT DOCUMENTS**

Important documents must reviewed and read carefully. They are posted online in your course. Students must read and review carefully along with the syllabus. As a student in this course, you are expected to review, read, and adhere to all given instructions. No exceptions! Dr. Hamza

**Institutional Policies**

**COVID-19 Statement**

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.
Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

ChatGPT Policy

“Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities.”

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard), even if the course meets on campus.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped
through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the ARC website (http://www.lamar.edu/disability-resource-center/).

Academic Support

Academic Support can be located at https://www.lamar.edu/students/#acad-supp.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Student Services

Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.
Information on Student Services can be located at [http://students.lamar.edu/index.html](http://students.lamar.edu/index.html). There are many resources (i.e., course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the [Office of Environmental Health/Safety and Risk Management](https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship, which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.
LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage ([http://www.lamar.edu](http://www.lamar.edu)) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to [https://blackboardsupport.lamar.edu](https://blackboardsupport.lamar.edu).

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, click [here](https://www.lamar.edu/lu-online/technology-support/index.html) and view details under proctoring services.

Network Use

**ACCEPTABLE USE**

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

**UNACCEPTABLE USE**

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal
prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. A more comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.