



PSYC 1301 701
Intro Psychology
Fall 2020 Session 001
Delivery Method: Online

Instructor Information

Name: Diana Younger
Email: younger_d@utpb.edu
Phone: 432 552 2351
Office Location: Mesa 3120
Office Hours: During COVID they will be Thursdays 10-11am and Thursdays 12:30-1:30pm , Otherwise email will be used

Course Information

Class Location: Online

Web Conference Hours

I will check my Canvas email 4 times a day and answer your emails quickly. However, if you feel you need to talk in length with me, we can arrange an appointment by Face or Audio phone calls. If you are in the area of UTPB and it is acceptable with health constraints, I am available to meet at the University on Thursdays so note office hours. Just email me and we can arrange.

Course Description

Foundation for the understanding of basic psychological principles affecting human behavior (A prerequisite to all other courses in psychology).

This course emphasizes psychology as the scientific study of behavior and mental abilities. An introductory course like this is a

survey course, where the various sub-fields within psychology are identified, and a sampling of material is examined within each sub-field.

You will find that psychology is a much larger field than you ever realized. Psychologists work in areas of mental illness it is true, but they may also work in issues of children, aging, advertising, community development, business personnel, neuroscience and even the courtroom. A neuropsychologist may work hand in hand with doctors in finding answers to numerous diseases. Additionally animal psychologists may work in zoos, national parks and community agencies for the welfare of animals.

Student Learning Outcomes

- 1. When you finish this course you should be able to understand and conduct a proper process of inquiry
- 2. Utilize critical reasoning in examining new ideas
- 3. Explain major concepts and methodologies used in psychology
- 4. Describe current developments within psychology
- 5. Apply the applications of psychological principles to the real world
- 6. Utilize research design in formulating possible research
- 7. Respect the commonality and diversity of human experience
- 8. Integrate web-based and print resources

Required Materials

Title: Psychology,

ISBN: SBN: ISBN-13: 978-1-319-05-63-4

Authors: Hockenbury & Nolan

Publisher: MacMillan

Publication Date: 2018

Edition: 8th edition

Link: <https://store.macmillanlearning.com/us/product/Psychology/p/1319050638?searchText=Psychology%26%23x20%3bHockenbury%26%23x20%3band%26%23x20%3b>

Student Honor Statement Assignment

Each student who registers for this online course must submit an Honor Statement to the instructor through Canvas before submitting any coursework assignments. The Honor Statement should state that the student will do all her/his own work and behave in an honest and ethical manner for all assignments and in talking to classmates. Your name should be included.

Scholastic Integrity is the following but not limited to the following:

- Using your own words on all work and not plagiarizing the words of other authors found online or other students in the class or any former classes
- Not obtaining test questions ahead of time from former students or any online sites that publish old work from university courses across the country
- Not using your book, notes or any internet sources during MULTIPLE-CHOICE tests
- Not telling other students test questions before they take a test you may have already taken
- Always citing authors in any work that is done and acknowledging direct quotes
- cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts,
- taking an examination for another person
- submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Important Academic Dates

Graded Material

<p>The following are the points to be earned in this class.</p> <p>The multiple-choice tests are without the book and the essay tests allow books and notes but be sure to write them in your own words.</p>	<p>Points</p>	<p>Approximate % of total points</p>
Module 1: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 2: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 3: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 4: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 5: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 6: Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Module 7 Multiple-Choice 60 pts, Essays 40 pts	100 points	10%
Homework - Just Do Its: (8 total - 10 or 20 pts ea.)	90 points	9%
Discussions (10 total - 10 or 20 pts each)	100points	10%
Group Project	50 points	5%
Values in Action (VIA)	30 points	3%
Total	970 point	

Grading Scale

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

Module 8 is an optional extra credit one in which you read one of two chapters we are not formally covering in the course. You then take a multiple-choice test on that chapter. You must get a minimum of 70% of the points (which is a 21/30) to receive the 30 points extra credit. It is not figured into the points listed above because it is extra credit. You will not get the points received for the extra credit test itself, but that score will change to 30 points if the 70% has been met. If you do not get the minimum score, I will reset it for you and give you one more opportunity to take the test and get 70%.

All tests are divided into two parts. The first part is 60 multiple-choice questions to be done

in one hour and 15 minutes. When you have done this test, the essays will open up and you will do 4 essay questions out of usually about 10. You may use your books on this, but the actual answers must be **in your own words. You may do the essays on a separate day from the multiple-choice if you like.**

All the course activities will be graded approximately one week after the set due date. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback in the performance of each course activity/test. I encourage you to ask questions about your grade on an activity if you feel that you do not understand how it was assessed.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

The UTPB Police Department at 432-552-2786

The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.

The Dean of Students at 432-552-2600

Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A ***confidential reporting option is available***. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring - For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide

standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

Distance Education Policy

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication may be:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Online Student Authentication required for Introduction to Psychology

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses, students must login to the UTPB learning management system using their unique personal identifying username and secure password. This course satisfies the second method of student authentication by using photographs. This is a non-graded but mandatory assignment with two parts.

For **Part I, you will upload a clear image of yourself which is:**

1. In color.
2. Well lit, and no shadows on your face or your ID that can obscure your image.
3. Taken the week you submit the photo to reflect your current appearance.
4. Taken in full-face view directly facing the camera.
5. Taken with a neutral or slight smile facial expression and both eyes open.
6. In JPG, JPEG, PNG, or PDF format.

For **Part II, you must upload a picture of your ID with only your name and picture showing:**

1. This must be either a UTPB ID or a government-issued ID.
2. Only your name and picture need to be showing.
3. Cover or tape over any ID numbers. This is your personal, private information and I don't need to see it.
4. This picture needs to be in JPG, JPEG, PNG, or PDF format.

You must upload two pictures (one of yourself and one of your ID) in order to successfully complete this assignment. This assignment is worth 0 points but is a

Pass/Fail assignment: **you must complete both parts of this Online Student Authentication Assignment in order to pass this course.**

Course Policies

Course Overview

Canvas course platforms have a tracking feature. This feature quantifies how often students access different tools, pages, features, links, discussions and such. in your course. I want you to know this because I will expect all students to be reading and participating fully in the course. If you are going to be gone for a week for an emergency or work, let me know and I will help you to know what I expect when you return. Otherwise I will expect that you are active on a weekly basis in this course.

Each Module covers:

- 1 to 4 textbook chapters
- online lectures, videos and articles
- online discussion topics
- online multiple-choice and essay tests

You should read the textbook section first, and then review the online lecture for that chapter. There are videos assigned to each Module to help with an understanding of the material and you should watch them. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Tool" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to at least two other students' responses. Discussion posts must be made by the date on of the last day of a module to receive any credit. You should then complete the two-part test for that module.

Discussions:

There will be 10 discussions that are for credit. I may put in other discussions that are for information, but not credit. You are expected to participate in these discussions. The topics will be from the readings and your homework and often ask for your critical opinion based on what you have read. These are meant to help you, the student, think about some of the issues that are found in Introduction to Psychology. You, the student, are encouraged to reply to any posting by their fellow peers and/or instructor. Please remember to respect all postings made by your peers even if you do not agree.

The first discussion is ready for you to do now as a way of introducing yourself to the class. Select the Discussion Board button on the left and click on the forum titled "Introduce Yourself." This discussion during the Module one will let everyone get to know a little about you so that we feel more of a class. It is funny how sometimes, some of you actually already know each other, but did not know the other person was taking the class. The Discussion 2 is one that allows you to always ask a question about anything you are reading, both in the book or the online lectures. I will check this often so that I can respond, but you all can also respond to each other's questions.

The remaining for-credit discussions will focus on interesting and possibly controversial issues in psychology. All 7 assignments are graded and will be worth 10 points each and in a few cases 20 points.

For each discussion question:

- **first**, you must respond to the question directly
- **second**, you must read the other students posts and reply to at least two other students' responses. You must ensure that the responses to the questions are meaningful, reflective and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.
- Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.
- Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Group Project:

Parapsychology is a field that examines phenomenon that are not, at this time, able to be explained by scientific research. "Para" means to lie side by side so, in other words, these topics lay outside the scientific area of psychology, biology or other sciences.

But think about this: Might they really exist and research has just not been creative enough to think of a way to scientifically examine them? You are to convince your class members that your parapsychology phenomenon DOES EXIST by collecting evidence to that effect.

Use the scientific method we have been talking about. Use the internet, scan pictures from books or magazines - anything you think will help. You are to have some fun with this as we are not doing hard science here. However, you will be expected to think of an appropriate hypothesis and then defend with evidence that supports that hypothesis in a clear and concise way.

The class will be divided into pairs of students. A student must enter the Group Project button on the course menu to find the link to the pair he/she is assigned. Each pair will have the following Group Tools to use to help with collaboration: a chat tool, a file exchange tool, a private discussion board and an email tool.

Each group will be given a topic to research. This topic will be randomly assigned and there may be some overlap with two pairs having the same topic. However, it is the pair of students that will do the work in each case.

The possible topics assigned to each group pair will come from the following list:

- ESP - Extra Sensory Perception
- The Yeti (Big Foot, Abdominal Snowman)
- The Pauli Effect
- Therapeutic touch
- UFO's
- Loch Ness Monster
- Chupacabras
- Spontaneous Human Combustion
- Ley Lines - Morphogenic Grids

Project Requirements:

Group pairs will create a PowerPoint presentation containing at least **8-12 slides** of information on the topic chosen.

Each slide should have bullets with short explanations.

The overall presentation should include one or more **audio files** to further explain some areas, findings from research, observations, etc, and **appropriate pictures**. You can also include a link to **video clips** if appropriate to your subject or even make a video clip if that helps strengthen your research. Remember, you are trying to show that your topic **DOES EXIST** and is a viable phenomenon.

Each presentation should include at least 6 references in Bibliography (links to online articles).

Each project must also include a title, objectives, hypothesis, main ideas and references.

The last slide of the presentation will contain the members' names and the part each played in the researching and writing of the group project.

Submitting the project:

After the group completes the project, one member will **upload the presentation** to the **File Exchange** in the **Final Project** link. All students will be able to download and view the presentations of each of the groups.

Students are encouraged to use the **Discussion Board** in the **Final Project** link to discuss (comment) according to their interest, on projects submitted by other groups. These should be very interesting presentation and fun to read!

Grading of the project:

Each presentation will be graded on the following criteria:

- Subject matter on the slides and audio (comments)
- Defense of materials to support the hypothesis
- Relevant references
- Slide presentation design will be factored in but of less importance.

Project Points:

The project is worth **50 points**. The project will be graded as stated above and all members will receive the same number of points unless a member(s) has/have been inactive in producing the project.

Communication, Grading & Feedback:

All the course activities will be graded one week after the set due date. You can check your grades by going to **GradeBook**. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

All UTPB students are provided with email accounts through the university server. Every student must use the university email for student-instructor interaction. You must set up your UTPB webmail account. Follow the directions on the Information Resources page.

You can have your UTPB account linked to your personal account by contacting Information Resources.

I can be reached at younger_d@utpb.edu. I check my e-mail daily during the week days and usually each Saturday and Sunday. There are important "email manners" that are to be used in an academic online course. It is true that we often write to friends via e-mail and use all sorts of abbreviations, lack of punctuation and other short-cuts to casually chat - similar to text messaging.

The communications via e-mail for this class should:

- Use correct punctuation and capitalization. No "texting" language.
- Emails must always be signed.
- Contain the name of the class for easy identification in the "Subject" line.
- Identify the exact assignment number if there is a question concerning an assignment.

It will be necessary for me to delete, before reading, all emails that are not signed. This is to protect my computer against fraudulent emails that carry viruses. I have gotten quite good at recognizing this type of email, but there are always new tricks being devised so my general policy is to delete all unsigned mail.

Email is a vital communication medium in online learning. It is important that you have a working e-mail address to receive communications from your advisor, instructors, and classmates.

Just Do Its!

There are 8 homework assignments called Just Do Its. They are embedded in the online lectures and while there is not one for each chapter, there is at least one for each Module. You need to click on the button in the online lecture and each assignment will be explained. You upload me your work and at times there are instructions to put your responses on the discussion board. These are mostly experiential and you will enjoy reading about the experiences of other students in the class.

Classroom Chatter:

This will be an area that you can go in and chat with each other about anything and is found in Discussion One. The conversations do not have to be concerning any of the course work. You can talk about current events or tell everyone something great that just happened to you - like you just bought a car!. This will be a casual conversation area just for students, but it will be expected that everyone will be treated with politeness at all times.

Time Management:

It is easy to forget to look at the course calendar under Modules - that is a better place to keep track of everything than under Syllabus - and miss

important due dates. Be sure to make it a habit to go into the course content most days of the week. If you are having trouble meeting deadlines for work, let me know and we will try to work out a plan so that you succeed.

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal that makes you the least bit uncomfortable
- Use language that is appropriate for a classroom setting.
- Be careful in the use of all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people without racial, gender or ethnicity bias
- Do not overuse acronyms like you would use in text messaging. Some of the participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.

Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All tests, assignments and discussions should be turned in on the due date. Discussions can never be late as you will be talking to yourself. If you have something unusual occur and need to talk to me about getting some work in late, you should email me immediately.

Course Schedule

Date Assigned	Assignments/Activities/Topics	Due Date
August 24	<p><u>MODULE 1</u> Read syllabus well Honor Statement and Authentication Pictures uploaded Values in Action Survey and Discussion Board posts Introduce Yourself Discussion Read and Study Chapter 1 and 2 Scientific Research Just Do It! Assignment and Discussion Speed of Neural Transmission Just Do It! Assignment and Discussion Multiple-Choice Test and Essay Test</p>	Sept 9
Sept 10	<p><u>MODULE 2</u> Read and Study Chapter 3 and 4 Dark Adaptation Just Do It! Assignment Hypnosis Discussion Assessing Volunteering Discussion Multiple-Choice Test and Essay Test</p>	Sept 23
Sept 24	<p><u>MODULE 3</u> Read and Study Chapter 9 and 12 Violating Social Norms Just Do It! Assignment Violating Social Norms Discussion Interview with a Person Over 60 Discussion Multiple-Choice Test and Essay Test</p>	Oct 7
	<u>MODULE 4</u>	

Oct 8	Read and Study Chapter 11 Understanding Yourself Just Do It! Assignment Freud's Theory in Every Day Life Discussion Multiple Choice Test and Essay Test	Oct 21
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MODULE 5

Read and Study Chapter 5 and 6
 Classical Conditioning Just Do It! Assignment

Nov 4
Oct 22

Negative Reinforcement Example Discussion
 Multiple-Choice Test and Essay Test

MODULE 6

Read and Study Chapter 7 and Appendix B
 Making a Good Test Just Do It! Assignment

Nov 18
Nov 5

Validity and Reliability Discussion
 Volunteering in Your Community Discussion
 Multiple-Choice Test and Essay Test

MODULE 7

Read and Study Chapter 14 and 15
 Classifying Mental Disorder Just Do It!

Nov 19
 Assignment **Dec 2**

Labeling Mental Illness Discussion
 Multiple-Choice Test and Essay Test

Module 8

Anytime During the Course	OPTIONAL: Chapter 8 OR Chapter 13 Extra Credit Multi-choice Test All Work must be finished by 11:59 pm Dec. 4. No work can be handed in after that time.
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Computer Technical Requirements and Staying in Contact

See [Technical Requirements](#).

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.