



# Introductory Psychology

The University of Toledo  
(College of Language Literature and Social Sciences)  
(PSY 1010-903)

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**TA:** none  
**Term:** (Fall 2015)  
**Class Location:** (BO 1045)  
**Class Day/Time:** (online)  
**Lab Location:** (none)  
**Lab Day/Time:** (none)  
**Credit Hours:** (3)



## COURSE/CATALOG DESCRIPTION

A survey of the branches of psychology and the scientific approach to the study of behavior.

## STUDENT LEARNING OUTCOMES

This course is part of our institutional **General Education Program** and supports the general education outcome of Scientific & Quantitative Reasoning and Literacy

This course is part of the **Ohio Transfer Module**. It introduces students to the methods of inquiry for understanding behavior and an analysis of the scientific approach to psychological questions.

The following Learning Outcomes are required as part of the **Ohio Transfer Assurance Guidelines** and includes the following required learning outcomes.

1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology (biology of behavior, consciousness, perception), cognition (learning, thought, language), social, organizational, developmental, personality and psychopathology and its treatment.
2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.
3. Apply basic psychological principles to human history, current events, and daily human experience.
4. Recognize diversity and individual differences and similarities in a variety of contexts.
5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

## American Psychological Association Undergraduate Learning Goals

**Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:**

- a. **theory** and research representing each of the following four general domains:
  1. learning and cognition
  2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
  3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
  4. developmental changes in behavior and mental processes across the life span
- b. the **history** of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
- c. **relevant levels of analysis**: cellular, individual, group/systems, and culture
- d. **themes, persistent questions, & enduring conflicts in psychology**
  1. the interaction of heredity and environment
  2. variability and continuity of behavior and mental processes within and across species
  3. free will versus determinism
  4. subjective versus objective observations
  5. the interaction of mind and body

**Students will be able to enumerate evidence underlying beliefs about behavior—**

- a. Recognize major **perspectives** of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
  1. Compare and contrast major perspectives
  2. Describe advantages and limitations of major theoretical perspectives
- b. Recognize different **research methods** used by psychologists.
  1. Describe how various research designs address different types of questions and hypotheses
  2. Articulate strengths and limitations of various research designs
  3. Distinguish the nature of designs that permit causal inferences from those that do not



**Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies**

- a. **Demonstrate self-regulation in setting and achieving goals**  
Regular and spaced study sessions in the form of recall practice quizzes
- b. **Assess your own performance accurately**  
Use feedback from quizzes and study plan to realistically assess own knowledge

**Students will demonstrate professional writing** conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context. This should be apparent in **all of your written work** and in all communications with the instructor **including email**.

## TEACHING STRATEGIES

This is an online course. In place of lectures, I have provided Additional Information to help you understand concepts associated with each exam. Read the chapter at least once, read the materials and watch the videos provided. If some topics seem unclear, **email me** and I will provide clarification—this takes the place of asking questions in class.

This course is comparable in content and effort requirements to a standard classroom course. **As for any 3-hour course that lasts a full 15 weeks, expect to spend about 9-12 hours per week reading the textbook, going through the online materials and quizzes, and studying on your own if you want to get the highest grade of which you are capable.** (If you are taking this course in the 6-week summer term, you will need to spend about 20-30 hours per week—it is very intensive.)

**Communication** with the instructor is most reliable by email. Most questions can be answered quickly in email but you can also make an appointment to visit in my office during office hours. Do not leave phone messages. As your instructor, I am here to help and will respond to email within 24 hours (usually less). You should check your university email frequently for messages about the course. You should also log in to Blackboard and Revel every day to put in a little study time, check the assignment calendar, and to check for announcements. If you are having difficulty with the course concepts, please let me know so that I can review those topics in Blackboard or provide individual explanations. If you have a question, others probably do too, so ask.

**There are two web locations for work in this class and you will access both of these nearly every day.**

1. **Revel** (the publisher's online material) provides the **ebook and audiobook** with lots of links to videos, flash cards, glossary, and other study aids. Each chapter has several **Module Quizzes** over short segments with due dates posted in Revel. Each quiz has 15 questions worth 3 points max—if you miss a question, you get another chance but the point value goes down 1 point each time. There is also a **Chapter Quiz** of 25 questions worth 3 points each but with the same provision of reduced credit if you miss a question and then get it correct. These can earn extra credit points added to your final average. These quizzes focus on facts and are a little easier than exams, but they will help you prepare. You cannot apply concepts on exams unless you know the concepts. Always do these, they cannot hurt your grade and may well help it. They have due dates, so take them in time to avoid a zero.  
90% cumulative score on Revel quizzes will add 5 percentage points to your final grade  
80% cumulative score on Revel quizzes will add 3 percentage points to your final grade  
75% cumulative score on Revel quizzes will add 1 percentage point to your final grade

All of the assignments in Revel can be accessed by clicking on the Assignments link on the left side of the screen in Revel. You must take the quizzes by the due date to earn points. Even a few points are better than 0.

2. **Blackboard** contains **Exams** over 3-4 chapters. Exams cover several chapters and each question is worth 10 points—these determine your grade along with any extra credit points you earn in Revel. Exams require you to **know facts** covered in the chapters, **understand** the ideas presented, and be able to **apply** them to potential situations. You must study each chapter as it is assigned in order to be able to review them for a few days before the exams. You cannot wait to learn several chapters in one day—if you try to cram, you will recognize words and ideas but not be able to consolidate understanding in such a short time. The due dates are listed on the Exams & Due

Dates page in Blackboard. You can take each exam three times (yes, 3!). Each version of the exam will be different. You will see your score, but nothing else until after the due date. If you get a score you don't like, **study then take it again**. Don't trust to luck to get a higher score. **There will be no late exams accepted**, so if there is any chance at all that something will interfere on the last available day, take the exam early at least once to avoid a zero.

**Participation in psychology experiments** is required. These give you a taste of how actual psychological research is done. You must earn four experiment credits in order to receive a grade in the course and many of these can be done online. If enough experiments are available, you may be allowed to earn extra credits. If you are unable or unwilling to participate in experiments, you may write a review of a research paper instead. The details of how to choose a journal article to review and how to write the review is provided in Blackboard on the Research Participation page. If you choose to write a review paper, the instructor must approve the article you choose before you turn it in.

## PREREQUISITES AND COREQUISITES

(None)

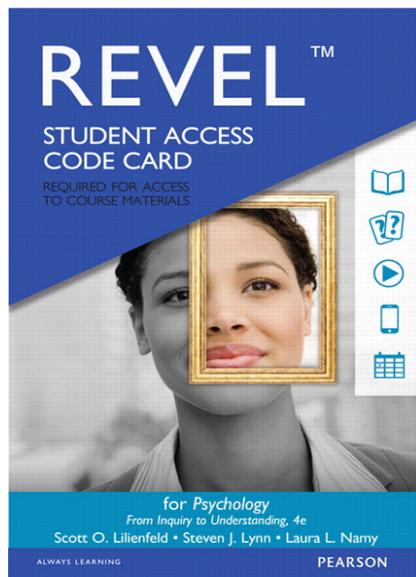
## REQUIRED TEXTS AND ANCILLARY MATERIALS

Lilienfeld et al., 2013. **Psychology: From Inquiry to Understanding, 3rd edition**, Pearson.

ISBN **9780134637716** includes eBook, audiobook, and online materials. These are available from the Student Bookstore, 3059 Bancroft St., Toledo OH 43606, (419) 536-9154 for about \$66 and from the UT Bookstore on campus for about \$70. You can also purchase the package online directly from the publisher for about \$67. Once you purchase the online access, you can purchase a looseleaf hardcopy from the publisher for \$19.95. We have negotiated this low price for textbooks in order to provide the least expensive option for students. **Instructions for registering and purchasing are on the Textbook & Revel page in Blackboard**. Do not wait to get your book. The publisher provides two weeks free access as soon as you register. Do not get behind in your reading.

## TECHNOLOGY REQUIREMENTS

This course uses Blackboard along with the free Respondus Browser and Monitor for exams, and it uses the Pearson Revel website for online text, supplementary materials, study aids, and chapter quizzes. You will need a fast internet connection and access to a computer. Most of the materials are also compatible with iPads and smartphones; download the free Revel app to listen to the textbook and do assignments anywhere (Instruction are in Blackboard). **Always have a backup internet access identified in case of emergencies. Loss of internet will not be an acceptable excuse for missed deadlines unless the outage is widespread.**



## UNIVERSITY POLICIES

Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#))

## Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office.](#))

## ACADEMIC POLICIES

**Class attendance is not required but regular logging in to**



Blackboard is. If you do not log in and read the posted materials regularly, it will indicate lack of effort on your part.

**Excused absences** include university sponsored events and illness (your own or immediate family for whom you provide care). Documentation must be provided. Any work missed must be made up within one week to avoid a late penalty. Contact the instructor for extended absences; if you are ill for long periods (more than four weeks), consider petitioning for a medical withdrawal. Incomplete grades are only given in cases of failure to complete recent work because of unavoidable circumstances.

**Late exams** are not accepted. If there is any chance at all that something will interfere on the last available day, take the exam early at least once even if you are not as prepared as you would like to be in order to avoid a zero on an exam. Due dates are posted in Blackboard. Exams are always available up until the due date; the best approach is to **prepare early** so that you can take the exam a little early in case you get called to work or something else unexpected happens. Plan to have a backup computer and internet connection (friend, library, etc) in case you have technical problems at the last minute. Losing internet access at home is not an acceptable excuse unless it is a general blackout covering a wide geographic area, in which case this class will not be your biggest problem. Being prepared gives you flexibility so you can manage even when life gets complicated.

**Cheating** will not be tolerated. The first instance of cheating will result in a zero (0) for the exam. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc., or using a **cell phone** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them); always use your own words in all assignments. See the university's policy on academic honesty (also posted in the course website in Blackboard: <http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf>)

## **COURSE EXPECTATIONS**

This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior **expect to spend about 9-12 hours per week reading the textbook, going through the online materials (paying special attention to those that are specifically assigned), gaining confidence with the practice quizzes, and studying on your own if you want to get the highest grade of which you are capable.** If you are taking this course in the 6-week summer term, you will need to spend about 20-30 hours per week—it is very intensive.

## **GRADING**

Exams are graded as they are submitted and will be available for you to review shortly after the due date. You should always review these so you will understand the answers to all the questions, especially the ones you miss—re-read the textbook sections that cover any missed questions. Exam questions are worth 10 points each and will determine your grade. Other components of the grade are described above under **Learning Activities.**

### ***Midterm Grading***

Midterm grades will be based on the first two exams over the first seven chapters. Detailed information about your performance in this course is available to you continuously in the course website on Blackboard and in Revel but the midterm summary serves as a reminder of your progress and is reported to the registrar and to the financial aid office. A midterm grade of D or F, especially if associated with non-attendance, may place financial aid in jeopardy. Attendance is indicated by your record of logging in, taking exams, and taking quizzes in Revel.



***Final Grading (Averages are rounded to the second decimal, example: 92.494% rounds to 92.49%, 92.495% rounds to 92.50%. To avoid disappointment by being very close to a category border, do your best from the very beginning of the course and accumulate a few extra credit points whenever you can.)***

### *Grading Scale*

**A** = 92.5 - 100%

**A-** = 90 - 92.49%

**B+** = 87.5 - 89.99%

**B** = 82.5 - 87.49%

**B-** = 80 - 82.49%

**C+** = 77.5 - 79.99%

**C** = 72.5 - 77.49%

**C-** = 70 - 72.49%

**D+** = 67.5 - 69.99%

**D** = 62.5 - 67.49%

**D-** = 60 - 62.49%

**F** = 59.9% and below

**W** - if you withdraw from the course after the end of the drop period.

**IN** - Incomplete grades are only assigned in extraordinary circumstances beyond the student's control and only if the student has completed at least 4 exams with a passing grade. Under no circumstances will a student be allowed to retake an entire course in order to complete this course.

**Not Attending** - Failure to do assignments and take exams will be reported to the registrar and such non-attendance may affect your financial aid.

### **COMMUNICATION GUIDELINES**

Communication with the instructor is most reliable by email. **Always use good English and clear statements in your academic communications.** Most questions can be answered quickly in email and you can make an appointment to visit in my office during office hours. Do not leave phone messages. As your instructor, I am here to help and will respond to email within 24 hours. You should check your university email frequently for messages about the course. You should log in to Blackboard every day to put in a little study time and to check for announcements. If you are having difficulty with the course concepts, please let me know so that I can review those topics in class or provide individual explanations.

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|--------|---|--|--|
|        | and complete module quizzes <b>before</b> due date posted in Revel) |    | See Assignment Calendars in Blackboard and Revel |
| Week 0 | Plan of class; syllabus   | How to register in Revel <sup>872</sup><br>How to complete Psychology Research Requirement   | Respondus practice quiz recommended by Aug 30    |
| Week 1 | Chapter 1, Psychology and Scientific Thinking.                      |  |  |
| Week 2 | Chapter 2, Research Methods   | 1. Describe psychological theories, principles and concepts relevant to history and methods.<br>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.   |  |
| Week 3 | Chapter 3, Biological Psychology                                    | 1. Describe psychological theories, principles and concepts relevant to physiology<br>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.<br>3. Apply basic psychological principles to human history, current events, and daily human experience.<br>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.   |  |
| Week 4 | Chapter 4, Sensation and Perception                                 | 1. Describe psychological theories, principles and concepts relevant to physiology<br>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.<br>3. Apply basic psychological principles to human history, current events, and daily human experience.<br>4. Recognize diversity and individual differences and similarities in a variety of contexts.<br>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet. |  |
|        |   | <b>Exam due Sept 21</b>  | <b>Exam over chapters 1 - 4</b>                  |
| Week 5 | Chapter 5, Consciousness  | 1. Describe psychological theories, principles and concepts relevant to physiology and cognition.<br>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.<br>3. Apply basic psychological principles to human history, current events, and daily human experience.<br>4. Recognize diversity and individual differences and similarities in a variety of contexts.<br>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers,                                      |  |

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|        |  | professional and lay periodicals, and the internet.   |                                 |
| Week 6 | Chapter 6, Learning                          | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology and cognition.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol>                     |                                 |
| Week 7 | Chapter 7, Memory                            | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology and cognition.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol>                     |                                 |
|        |  | <b>Exam due Oct 12</b>  | <b>Exam over chapters 5 - 7</b> |
| Week 8 | Chapter 8, Thinking, Reasoning, and Language | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, and social influences.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> |                                 |
| Week 9 | Chapter 9, Intelligence and IQ Testing       | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, and social influences.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human</li> </ol>   |                                 |

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|---------|--|--|----------------------------------|
|         |  | <p>experience.</p> <ol style="list-style-type: none"> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol>  |                                  |
| Week 10 | Chapter 10, Human Development          | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, and development.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> |                                  |
|         |  | <b>Exam Due Nov 2</b>  | <b>Exam over chapters 8 - 10</b> |
| Week 11 | Chapter 11, Emotion and Motivation     | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, and development.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> |                                  |
| Week 12 | Chapter 12, Stress, Coping, and Health | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, development, and psychopathology and its treatment.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers,</li> </ol>                  |                                  |

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|             |   | professional and lay periodicals, and the internet.   |   |
| Week 13     | Chapter 13, Social Psychology                       | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, and development.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol>                                    |   |
|             |   | <b>Exam due Nov 21 (Tuesday!)</b>   | <b>Exam over chapters 11-13</b>                                     |
| Week 14     | Chapter 14, Personality                             | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, development, and psychopathology and its treatment.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> | Chapter exams due by Tuesday Nov 24 because of Thanksgiving holiday |
| Week 15     | Chapter 15, Psychological Disorders                 | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, development, and psychopathology and its treatment.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> |   |
| Finals week | Chapter 16, Psychological and Biological Treatments | <ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology, cognition, social influences, development, and psychopathology and its treatment.</li> </ol>   |   |



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|  |  | <ol style="list-style-type: none"> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol> |                                 |
|  |  | <b>Exam due Dec 14</b>   | <b>Exam over chapters 14-16</b> |
|  |  |  |                                 |

**STUDENT SUPPORT SERVICES**

The University of Toledo offers academic and personal support services to help you succeed:

**University Libraries** are your gateway to information that connects you with the resources you need for education, research, and patient care.

**Tutoring services** for all UT students is available through the Learning Enhancement Center in Carlson Library, including writing.

**The Writing Center** provides free, face-to-face and online tutoring for writers in all disciplines. The staff can help you with a variety of writing assignments.

**The Counseling Center** can help you with transitioning to college and maintaining a healthy lifestyle. If you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services, please contact the Counseling Center.

**A Success Coach** has been assigned to all new students to help navigate the college experience by serving as a single point of contact. Your Success Coach can help you build skills, refer you to support services, and aid in your overall success so be sure to stay connected to him or her throughout your academic journey. If you need assistance connecting with you success coach, send an email to [successcoach@utoledo.edu](mailto:successcoach@utoledo.edu).

**COURSE SCHEDULE - Exams are always available until the due date. You can take exams early. Always take the exam at least once before the due date because you can take it two more times if you are not satisfied with your grade. Do not count on luck to improve your score, study instead.**