



Spring Quarter 2015

Course: PSYC& 100 General Psychology

5 credits

Item# 5427

Section I

Time: Daily 11:30 AM - 12:20 PM

Room: D259

Instructor: Deepti (Gupta) Karkhanis, Ph.D.

Office: D110K

Office hours: Daily 12:30 PM – 1:30 PM or by appointment

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Phone: 425-564-2613

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Course Description:

Welcome to the General Psychology class!

Psychology is the scientific study of mind and behavior, and psychologists use a variety of methodologies with the shared objective of *understanding*, *explaining*, and *predicting* human experiences. Students will leave this course with a better understanding of behavior with the knowledge and critical thinking skills that they need to begin explaining and predicting behavior in their own lives. Students will also leave this course appreciating psychology as both an empirical and applied science. You'll also learn about the history of psychology, how psychologists conduct research, and how children and adolescents develop. We will also talk a lot about the brain. The purpose of the course is to introduce you to the major concepts, theories and research findings in psychology. Please read this entire syllabus as it contains a lot of important information regarding the class.

This might be one of your first college classes. College works quite differently from high school. There is less structure, time, and guidance, and a lot more is expected from you. You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead. Regularly study concepts you don't understand, and ask for help right away if you need it.

Learning Atmosphere:

I believe that students learn best when they are actively engaged and involved in the teaching and learning process. As an instructor, my role is to provide you with academic material and guide you through an active and interactive course wherein you will often learn by discussing and/or doing. You are expected to observe the world, read, write, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

Office Hours:

If you have questions or concerns about your assignments, readings, or grade in the class, please see me during office hours (as noted on this syllabus), or make an appointment with me so I can set specific time aside for you. If you need to chat about your presentation topic, please come and meet me in office.

Class Policies:

Students contribute to making a class effective as the instructor. Do your work, read, and participate in class discussions. Seek out campus resources for additional help. Please act maturely and respectfully. You are expected to work hard and earn your grade. [BE GRITTY!](#)

Technology use:

I will be posting class material and relevant documents such as the course syllabus, lecture slides, announcements, assignments, and links to articles on Canvas course website. You need to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) MyBC and access Canvas. The student network account may be created any time after you receive your student identification number (SID) and personal identification number (PIN). For students enrolled in credit classes, the SID and PIN are issued after you apply for admissions. For students enrolled in classes through BC Continuing Education, the SID and PIN are established after you register for a class. Once you have your student network account, go to Bellevue College website (<http://bellevuecollege.edu/>) and click under *Student Links* to Canvas and log in. **To succeed in this course, you are required to access Canvas course site on a regular basis.**

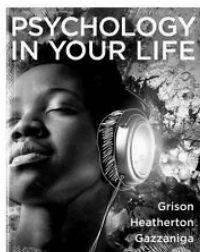
This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication with the instructor, accessing course materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the *Courses* dropdown menu on the left side of the page.



Course Purpose and Goals:

The primary goal of the General Psychology course is to introduce you to the field of psychology, and the problems and issues that psychologists and cognitive neuroscientists study. Some psychologists are interested in how the brain influences behavior, while others study the observable aspects of behavior, how people learn, how children develop, abnormal behavior, and group/ social behavior. Psychology is a large field by any measure, and those trained in psychology teach, conduct research, deliver therapy, develop tests, consult in business and industry, and engage in many other activities. After participating, discussing, and completing this course, a successful student would show an understanding about the major themes, critical experiments, research findings, and who the leading scientists are in many of the major areas of psychology. Additionally, successful students would have an understanding of the important approaches used in the study of psychology, the major historical figures who have had a lasting impact on the field, statistical reasoning, vocabulary/jargon of the field, and what it means to study human beings, their cognitions, emotions, and behavior scientifically. These goals would be achieved best if you attend all the classes and participate actively in class discussions.

Required Textbook:



Grison, S., Heatherton, T., & Gazzaniga, M. (2014). *Psychology in Your Life* (1st Ed). New York, NY: W.W. Norton & Company

Study effectively by self-testing. Each section of the text begins with few learning goals. Read the material, trying to understand the underlying ideas. A few minutes later, go back to the page and see if you meet the set goals. Test your own self by doing the multiple-choice questions at the end of the textbook – see Appendix B. Several great tools for self-testing are also available on Canvas under Modules.

Discovering Psychology (DP) Films: (The syllabus lists the two relevant films for viewing.)

<http://topdocumentaryfilms.com/discovering-psychology/>

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class ON TIME. Your presence (physical as well as psychological) in the class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than *three unexcused absences* or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered as “excused”, you must discuss it with me PRIOR to the absence or tardy, unless it is an emergency. Excused absences include doctor’s visits, family emergencies, and sometimes work-related issues. If you miss class, please a) inform me via Canvas or BC email, and b) connect with your classmates before the next class to find out what you missed. I highly recommend that you get the names and contact information of at least one or two of your classmates so you can contact them for any assignments or notes you may have missed in your absence.
- **Preparation:** You should come to class having done all the assigned reading(s) and homework, and you should always bring the proper supplies with you daily, including your textbook, paper to take notes on, scantron, and pen(cil). Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the START of the class period. Assignments, papers, or homework must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are NOT accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated below in this syllabus as well as on the Canvas calendar. Please see Canvas for the writing guidelines for the format of submitting all written assignments.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, NO late work will be accepted unless you have had it approved by me BEFORE the due date. Late work will receive a **zero** grade.
- **Contribution:** Learning about each other’s experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an ACTIVE participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and group activities. Please **raise your hand** whenever you’d like to contribute your opinion (unless told otherwise), and **do not talk out of turn** (no side conversations/whispering to your neighbor or giving your unsolicited opinion without raised hand).
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, blackberries, laptops, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that texting, excessive talking, sleeping, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the classmates around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in the classroom be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates’ experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as ADULTS. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. Students who are disrespectful to their

classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.

- **Plagiarism:** Cheating, stealing, and plagiarizing (using the ideas or words of another person as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense, which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. **DO NOT DO IT!** If you cheat/ plagiarize, you FAIL. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

TAKE CARE OF YOURSELF! Stay hydrated, eat protein bars, seek counseling and advising for additional help, take deep breaths, do things to ensure your well-being. This is 5 days, 50 min class, and so schedule accordingly.

There's more assistance available for your success:

- TRIO, MCS, Veterans Admin Programs, Women's Center, Counseling, Advising, and Financial Aid are located in the B building.
- Academic Success Center: Writing/ Reading Lab and Academic Tutoring can be found in D204
- Open computers and printers are in N250 and C bldg. The library also has computer use.

See separate handout for a list of all Student Support Services and appropriate contact information. The link: <http://bellevuecollege.edu/resources/services/>

Format of course and course requirements:

The course will follow a variety of formats including traditional lecture, group discussions, in-class activities, and with questions both expected and encouraged. Textbook matter will be supplemented with other materials such as empirical journal articles, Ted Talks/ videos, media reports, as well as the student support resources website. In a course of this size, it is important to exercise some judgment to ensure that questions are of general interest and are asked as clearly and audibly as possible. It is also helpful if you complete each week's reading assignment before the class meeting. An approximate timetable of topics and reading assignments is listed at the end of this syllabus.

The students will be evaluated in the following **FIVE** ways:

1. **Attendance and Course Participation (50 points out of 500; 10%)** – Attendance is always expected. Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this course depends on your active participation in class as well as completion of homework. Participation includes attendance, getting to class ON time, actively contributing in class discussions, engaging in-group work, and attempting pre-lecture and post-study quizzes on Canvas. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. Please do not take this portion of your grade lightly!
2. **Quizzes (70 points out of 500; 10 points each; 14%)** – Seven in-class quizzes will be given throughout the quarter on the reading materials and will be worth **10 points each**. Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a zero grade. There will be **NO** make-up for a missed quiz. All quizzes and exams require a **scantron**

and #2 pencil. These materials can be purchased in the bookstore and you are responsible for providing them. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams.

3. **Reflection papers on Discovering Psychology (DP) Films (30 points out of 500; 15 points each; 6%)** – Two DP films are selected to match topics being covered in class. You are required to watch them outside of class as homework, and submit a reflection paper via Canvas wherein you answer all the questions asked. The due dates are indicated below in this syllabus as well as on the Canvas calendar. Please follow the rubric available on Canvas before submission. Points will be allotted based on the number of questions correctly answered.
4. **Fields of Psychology Project (50 points out of 500; 10%)** – This is a group assignment. Students will be provided with an assignment sheet during the quarter detailing three components of the project: (a) overview of the field, (b) classroom and research opportunities on campus and in Seattle area, and (c) career options within the field. The project included 11 fields of psychology: clinical, cognitive, counseling, developmental, exercise and sport, forensic, health, industrial/organizational, neuroscience, school, and social. Students will be divided into groups based on their interest in a particular field. Each group will provide the following information by the end of the quarter.
 - a) Definition of the field, journals that publish research in this field, and three sample citations in APA style of articles from this field of psychology.
 - b) Students obtained information about classes available on BC campus as well as in Seattle area, and identified faculty whose research interests fall within its area of psychology.
 - c) Students research career opportunities within this field.

Each group will be responsible to submit two final written products that include a tri-fold (25 points) to be presented during a 50-min class session and a two-page summary (25 points) of the poster to be duplicated and shared with all classmates as an informative handout.

Rubric for how class poster presentation will be graded →

Total = 25 points

	5	4	3	2	1	0
LANGUAGE SKILLS						
• Correct usage of terminology						
• Appropriate vocabulary and grammar						
• Understandable (rhythm, intonation, accent)						
• Spoken loud enough to hear easily						
ORGANIZATION						
• Clear objectives						
• Logical structure						
• Stays within time limits						
MASTERY OF THE SUBJECT						
• Pertinence/ relevance to topic						
• Depth of commentary						
• Spoken, not read from notes						
• Able to answer questions						
VISUAL AIDS						
• Clarity of poster, handouts, illustrations, etc.						

OVERALL IMPRESSION**5 4 3 2 1 0**

- Very interesting / very boring
- Pleasant / unpleasant to look at
- Very good / very poor communication

5. **Exams (300 points out of 500; 100 points each; 60%)** – There will be **three** exams worth **100 points each** that will count towards your final grade in class. Over the course of the quarter, you will take three exams that integrate the course's in-class activities (lectures, video clips etc.) and textbook readings. Exams are designed to make sure you understand important course concepts and themes. Each exam will consist of multiple-choice questions, true/ false statements, and/or a few short answer questions. Please note that I DO NOT give make-up exams, OR allow students to take exams early or late.

Extra Credit opportunities will be given during the course, including through in-class activities.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

Grade Scale:

A	470-500 pts	94-100 %	C+	385-399 pts	77-79 %
A-	450-469 pts	90-93 %	C	370-384 pts	74-76 %
B+	435-449 pts	87-89 %	C-	350-369 pts	70-73 %
B	420-434 pts	84-86 %	D+	335-349 pts	67-69 %
B-	400-419 pts	80-83 %	D	300-334 pts	60-66 %

Tentative Schedule:**Week 1****Monday, April 6th: Introduction to the course**

Go over the syllabus; class introductions

Attempt Syllabus quiz on Canvas under Modules

Tuesday, April 7th: Content Introduction

What is Psychology; what do psychologists do? Read pgs 5-14

Attempt Pre-lecture quiz on Canvas before class

Wednesday, April 8th: Role of Psychology in Today's World

Who are psychologists; why is Psychology important to us. Read pgs 15-23

Thursday, April 9th: Methods to conduct psychological research

How to psychologists conduct research; Qualitative vs. quantitative methods. Read pgs 24-35

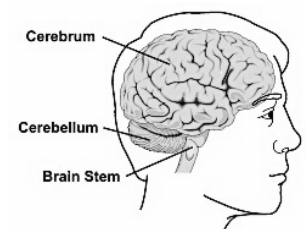
Attempt Post-study quiz on Canvas after class

Friday, April 10th: Quiz 1 on Chapter 1

Continue going over methods; Quiz 1

Week 2**Monday, April 13th: Role of Biology in human behavior**

Neurons and the nervous system. Read pgs 40-48



The Brain

Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, April 14th: The Human Brain

Brain structure & functions; Hindbrain, Midbrain & Forebrain. Read pgs 49-60

Wednesday, April 15th: The Nervous system

Central Nervous System and Peripheral Nervous System. Read pgs 61-66

Thursday, April 16th: Roles of Genes and Brain's Plasticity

How nature (genes) and nurture (environment) affect brain function? Read pgs 67-73

Attempt Post-study quiz on Canvas under Modules

Friday, April 17th: Quiz 2 on Chapter 2

Week 3

Monday, April 20th: Glimpse into Lifespan Psychology

Prenatal development. Read pgs 114-118

Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, April 21st: Childhood

Physical and Cognitive development. Read pgs 119-131

Wednesday, April 22nd: Adolescence

Puberty; Brain development in teens. Read pgs 132, 136-143

Attempt Post-study quiz on Canvas under Modules

Thursday, April 23rd: April 30th: Adulthood

Social identity, marriage, being parents and ageing. Read pgs 144-149

Attempt Post-study quiz on Canvas under Modules

Friday, April 24th: Exam review + Meg Jay's TED talk

Week 4

Monday, April 27th: Exam 1 on Chapters 1, 2 and 4

Tuesday, April 28th: NO Class! I'll be at a Teaching conference.

Wednesday, April 29th: NO Class! Watch Discovering Psychology film # 7. *Sensation and Perception*

Watch and answer questions related to the video via Canvas

Thursday, April 30th: NO Class! I'll be at a Teaching conference.

Friday, May 1st: Sleep and its importance

How does sleep effect consciousness?; the benefits of sleep. Read pgs 87-94, 96-97

Attempt a short study quiz on Canvas under Modules

Week 5

Monday, May 4th: Principles of Learning

Three ways we learn and how it affects the brain. Read pgs 194-197

Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, May 5th: Classical Conditioning

Pavlov's work with dogs; Little Albert. Read pgs 198-207

Wednesday, May 6th: Operant Conditioning

Skinner box; Reinforcement vs. Punishment. Read pgs 208-220

Thursday, May 7th: Observational Learning



Bandura's work on imitation and modeling. Read pgs 221-225
Attempt Post-study quiz on Canvas under Modules

Friday, May 8th: Quiz 3 on Chapter 6

Week 6

Monday, May 11th: Human Memories

How do we acquire memories? Read pgs 230-234
Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, May 12th: Attend speaker in N201: *Slanted Eyes: The Asian-American Experience*

Wednesday, May 13th: Information processing model

Atkinson & Shiffrin model; Working memory. Read pgs 236-244

Thursday, May 14th: Retrieval and forgetting

How do we retrieve memories – state vs. context; interference. Read pgs 254-259
Attempt Post-study quiz on Canvas under Modules

Friday, May 15th: Memories can be distorted + Quiz 4 on Chapter 7

False memories; flashbulb memories; suggestibility. Read pgs 260-263

Week 7

Monday, May 18th: What is intelligence?

Theories of intelligence. Read pgs 286-293
Watch Discovering Psychology film # 16. *Testing and Intelligence*
Watch and answer questions related to the video via Canvas

Tuesday, May 19th: What motivates our behavior?

Maslow's need hierarchy; need to belong. Read pgs 308-318
Attempt Pre-lecture quiz on Canvas under Modules

Wednesday, May 20th: Human Emotions

Three theories of emotions. Read pgs 329-336

Thursday, May 21st: Functions of emotions

Facial expressions; display rules. Read pgs 338-343
Attempt Post-study Quiz on Canvas under Modules

Friday, May 22nd: Exam 2 on Chapters 6, 7 and 9

Week 8

Monday, May 25th: NO class! Holiday!!

Tuesday, May 26th: The Biopsychosocial Model

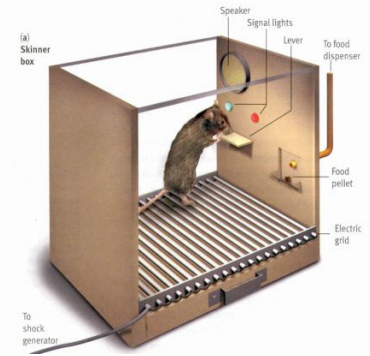
Factors that affect our health; Obesity and eating disorders. Read pgs 348-358
Attempt Pre-lecture quiz on Canvas under Modules

Wednesday, May 27th: How stress impacts our health?

Types of stressors; General Adaptation Syndrome. Read pgs 359-365
Watch TED Talk: *How to make stress your friend* on Canvas

Thursday, May 28th: Stress and coping

Personality; Exercise; Relaxation. Read pgs 366-377
Attempt Post-study quiz on Canvas under Modules



Friday, May 29th: Quiz 5 on Chapter 10

Week 9

Monday, June 1st: What is psychological illness and abnormality?

Definitions; classification; prevalence of mental illness. Read pgs 456-462

Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, June 2nd: Depression and Mood Disorders

Anxiety disorders; depression; bipolar disorder. Read pgs 463-475

Wednesday, June 3rd: Disorders of Thought

Schizophrenia. Read pgs 476-480

Watch TED Talk - *A tale of mental illness — from the inside* on Canvas

Thursday, June 4th: Disorders of childhood

Autism spectrum; ADHD. Read pgs 487-491

Attempt Post-study quiz on Canvas under Modules

Friday, June 5th: Quiz 6 on Chapter 13

Week 10

Monday, June 8th: Types of Psychotherapies

Chemical; psychological; group therapies. Read pgs 496-507

Attempt Pre-lecture quiz on Canvas under Modules

Tuesday, June 9th: Treatments for Anxiety Disorders

Cognitive behavior therapy; Biomedical drug treatments. Read pgs 508-520

Wednesday, June 10th: Treating children with disorders

Medication vs. social support for Autism, depression & ADHD. Read pgs 524-531

Attempt Post-study quiz on Canvas under Modules

Thursday, June 11th: In-class poster preparation

Friday, June 12th: Quiz 7 on Chapter 14

Week 11

Monday, June 15th and Tuesday, June 16th:

Poster presentations by groups

Friday, June 19th – 11:30 a.m.-1:20 p.m. Exam 3 on Chapters 10, 13 and 14

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCES DIVISION

Bellevue College's Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

Cheating, Stealing and Plagiarizing*



Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: Plagiarizing material from the internet and posting rude or personal attacks in discussions. When you are in doubt about any behavior, please consult your instructor. In addition, you may wish to review the general applicable rules of cyberspace, such as in the Core Rules of Netiquette. The instructor reserves the right to remove posted messages, and downgrade assessments as a result of these types of behaviors. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services. http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F"). There is a standard form that instructors have access to in their instructor's grade briefcase.

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

Final examinations may involve proctored on-campus arranged exams or may be administrated completely online at the discretion of the instructor and in keeping with the stated policies provided in the course syllabus. Please refer to the syllabus at the start of the quarter for additional details and contact the instructor directly for any clarifications. A student who is not in compliance with the scheduled format may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be in compliance with any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal from Class

Academic Year: College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Check <http://www.bellevuecollege.edu/enrollment/calendar/deadlines/> for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.

Hardship Withdrawal (HW)

Hardship Withdrawal indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Students may also contact the enrollment Services Office BEFORE grades are assigned in cases of hardship.

Students Who Require Disability Accommodations

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. Please visit our website at www.bellevuecollege.edu/drc/

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or (425) 564-2764. ASN is located in the Library Media Center in D 125. www.bellevuecollege.edu/autismspectrumnavigators/.

The DRC office is located in B 132 or you can call our reception desk at (425) 564-2498. Deaf students can reach us by video phone at (425) 440-2025 or by TTY at (425) 564-4110.