



Winter Quarter 2014

Course: PSYC& 100 General Psychology 5 credits Item# 5403 Section D
Time: T Th: 8:30 AM-10:20 AM; F: 9:30 AM-10:20 AM
Room: A138

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

Office: D110K

Office hours: M W: 3 PM – 4:30 PM; T Th: 11 AM -12:15 PM or by appointment

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COURSE INFORMATION

Course Description:

Welcome to the Psychology 100 class!

Psychology is the scientific study of behavior using variety of sub-disciplines and 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 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.

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 doing. You are expected to observe the world, read, write, discuss, and participate. I think of our classroom as a collaborative learning community where 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 topic, please come and see me.

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.**

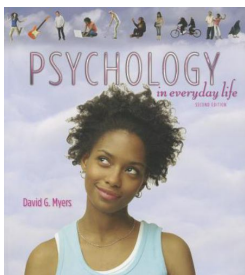
This course makes extensive use of Canvas as a supplement to face-to-face class time. Canvas will be used for communication, downloading materials, submitting assignments, and so forth. Plan to check it regularly. Our course homepage can be accessed from the *Courses* dropdown menu on the left side of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



Myers, D.G. (2012). *Psychology in Everyday Life* (2nd Ed). New York, NY: Worth Publishers

Textbook Website: http://bcs.worthpublishers.com/pel2e/default.asp#t_661455 (This website has practice quizzes and other resources that may be useful for you. You need to register to the site with BC email address, and then the resources are FREE!)

Discovering Psychology (DP) Films: (The syllabus lists the 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, 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 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.
- **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 3 days, 2+ hours 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 **SIX** ways:

1. **Attendance and Class Participation (50 points out of 500)** – 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 class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. 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. **Daily Notecards on the Readings (110 points out of 500; 10 points each)** - For each day that we meet a reading is assigned, you will need to submit a notecard about the reading(s) for that day. If there are multiple readings, you must write on ALL readings assigned on a given day. At the beginning of each class period, I will collect your 3x5 notecard. Notecards must be turned in **at the start of class – late notecards will not be accepted** and **I will not accept notecards submitted at the end of the class period.** The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance. *So if*

you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day. For the eleven weeks in the quarter, I will be grading your notecards for 10 points each week. That is, for those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the chapter, a minimum of 5-6 sentences providing the main points of the reading, and any definitions or key terms that is discussed in the reading. You can use your notecards to help you prepare for your exams - so spending some time making them. The guidelines for submitting your notecards are as follows:

| | | |
|---|------------------|------|
| NAME | TITLE OF CHAPTER | DATE |
| TOPIC OF CHAPTER – 5-6 Sentences describing the main CONCEPTS on the topic. List/ Define any Key terms discussed in the chapter on the back of the notecard. | | |

3. **Bi-weekly in-class quizzes (50 points out of 500; 10 points each)** – Five in-class quizzes will be given once in two weeks 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.
4. **Reflection papers on Discovering Psychology (DP) Films (60 points out of 500; 10 points each; R-DP on schedule)** – Six DP films are selected to match topics being covered in class. You are required to watch them outside of class as homework once in every two weeks, and submit a reflection paper (2 pages) on Canvas. 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.

Rubric for Reflections on DP films = 10 points

| Objective of Performance | Unacceptable | Acceptable/ Marginal | Exceptional/ Target |
|---------------------------------------|---|---|--|
| Summary of the film | Provided minimal or inaccurate summary of events that occurred during the film. (0 points) | Provided summary of events that occurred during the film. (2 points) | Provided detailed description of events that occurred in the film. (3 points) |
| Reflection on the content of the film | Did not include a reflection or provided insufficient reflection on the film's content; and how it related to topics covered in class. (0 points) | Provided a reflection of events that occurred during the film and provided an explanation of how the information presented related to class. (2 points) | Provided extensive reflection about events that occurred during film and provided a thorough explanation of how the information presented related to class. (4 points) |
| Quality of writing | Unclear, unorganized writing with several writing errors, and less than 1 page. (1 point) | Clear or organized writing with minimal writing errors, and 2 pages in length. (2 points) | Clear AND organized writing with NO writing errors, and 2 pages in length. (3 points) |

5. **Class presentation ** (30 points out of 500)** – This is a group assignment. Students would form groups of 4 people and present a chapter/ topic not covered in class. You are expected to take the help of the textbook, internet, and the instructor to understand the content and then conduct a 25 minutes long presentation in front of the class at the end of the quarter.

**** Chapters not being covered by instructor in class are:**

1. Myers Chapter 4 Gender Development (Pgs 102-106)
2. Myers Chapter 4 Human Sexuality (Pgs 106-112)
3. Myers Chapter 4 Sexual Orientation (Pgs 112-115)
4. Myers Chapter 5 Principles of Sensation and Perception (Pgs 124-128)
5. Myers Chapter 5 Sensation and Perception (Eye/ Visual) (Pgs 129-139)
6. Myers Chapter 5 Sensation and Perception (Ear/ Auditory) (Pgs 139-142)
7. Myers Chapter 8 Thinking (Pgs 206-212)
8. Myers Chapter 9 Motivation (Pgs 238, 239 and 248-252)

You are required to a) choose a chapter/ topic of your interest from the above list, b) form a group with three other students who are interested in the same chapter/ topic, and c) together create a presentation and a handout to be shared with the rest of the class at the end of quarter. You are also required to submit your presentations in soft copy to me (the instructor) latest by **5 pm, Monday 17th March 2014**.

Rubric for how class presentation will be graded →

Total = 30 points

| | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| PRESENCE | 5 | 4 | 3 | 2 | 1 | 0 |
| • Body language & eye contact | | | | | | |
| • Poise | | | | | | |
| • Physical organization | | | | | | |
| LANGUAGE SKILLS | 5 | 4 | 3 | 2 | 1 | 0 |
| • Correct usage of terminology | | | | | | |
| • Appropriate vocabulary and grammar | | | | | | |
| • Understandable (rhythm, intonation, accent) | | | | | | |
| • Spoken loud enough to hear easily | | | | | | |
| ORGANIZATION | 5 | 4 | 3 | 2 | 1 | 0 |
| • Clear objectives | | | | | | |
| • Logical structure | | | | | | |
| • Stays within time limits | | | | | | |
| MASTERY OF THE SUBJECT | 5 | 4 | 3 | 2 | 1 | 0 |
| • Pertinence/ relevance to topic | | | | | | |
| • Depth of commentary | | | | | | |
| • Spoken, not read from notes | | | | | | |
| • Able to answer questions | | | | | | |
| VISUAL AIDS | 5 | 4 | 3 | 2 | 1 | 0 |
| • Clarity of slides, handouts, audio/video, etc. | | | | | | |
| OVERALL IMPRESSION | 5 | 4 | 3 | 2 | 1 | 0 |
| • Very interesting / very boring | | | | | | |
| • Pleasant / unpleasant to listen to | | | | | | |
| • Very good / very poor communication | | | | | | |

6. **Exams (200 points out of 500; 100 points each)** – There will be **TWO** exams worth **100 points each** that will count towards your final grade in class. Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and 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 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 exams, as well as during 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 | Day/ Date | Topic(s) | Reading/ Assignment(s) |
|------------------|-----------------|--|------------------------------|
| 1 R-DP | T Jan 7 | Introduction to the course | Syllabus, Myers Pgs 22-23 |
| | Th Jan 9 | Historical Foundations and Perspectives | Myers Chap 1 Pgs 2-8 |
| | F Jan 10 | Methods and Thinking Tools; DP Film #2 | Myers Chap 1 Pgs 10-17 |
| 2 Quiz | T Jan 14 | Neurons, Nervous System, and Endocrine Systems | Myers Chap 2 Pgs 28-34 |
| | Th Jan 16 | Brain Development – Lobes, Hemispheres, and Plasticity | Myers Chap 2 Pgs 34-48 |
| | F Jan 17 | Class Discussion on Split-brain and Plasticity | PBS Brain Video |
| 3 R-DP | T Jan 21 | Developing Child: Prenatal Growth; DP Film #5 | Myers Chap 3 Pgs 64-69 |
| | Th Jan 23 | Childhood: Physical, Cognitive & Social Development | Myers Chap 3 Pgs 70-80 |
| | F Jan 24 | Class Activity on APA Psyc Monitor articles | Guess the Title contest |
| 4 Quiz | T Jan 28 | Adolescence and Emerging Adulthood | Myers Chap 3 Pgs 81-88 |
| | Th Jan 30 | Middle and Late Adulthood | Myers Chap 3 Pgs 89-96 |
| | F Jan 31 | Learning: Classical Conditioning | Myers Chap 6 Pgs 156-161 |
| 5 R-DP | T Feb 4 | Learning: Operant Conditioning; DP Film #8 | Myers Chap 6 Pgs 162-172 |
| | Th Feb 6 | HOLIDAY! No class | |
| | F Feb 7 | Learning by Observation: Modeling | Myers Chap 6 Pgs 172-177 |
| 6 R-DP | T Feb 11 | Mid-Term Exam | Myers Chap 1, 2, 3, 6 |
| | Th Feb 13 | Exam Feedback; Theories on Intelligence | Myers Chap 8 Pgs 219-225 |
| | F Feb 14 | What is your IQ? Ways to assess... DP Film #16 | Group Discussion |

| | | | |
|------------|-----------------|--|------------------------------------|
| 7 Quiz | T Feb 18 | Language Development; Patricia Kuhl – Ted Talk | Myers Chap 8 Pgs 212-218 |
| | Th Feb 20 | Memory – Information Processing Model | Myers Chap 7 Pgs 182-195 |
| | F Feb 21 | False Memories; Loftus’ research – Ted Talk | Myers Chap 7 Pgs 196-200 |
| 8 R-DP | T Feb 25 | Emotions: Theories; Basic and Self-conscious emotions; DP Film #12 | Myers Chap 9 Pgs 252-259 |
| | Th Feb 27 | Personality: Psychodynamic (Freud) and Trait Theories | Myers Chap 11 Pgs 294-305 |
| | F Feb 28 | Power of Introverts – Ted Talk | Class Discussion |
| 9 Quiz | T Mar 4 | HOLIDAY! No class | |
| | Th Mar 6 | Psychological Disorders – Anxiety and Mood Disorders | Myers Chap 12 Pgs 318-326 |
| | F Mar 7 | Psychological Disorders contd. – Schizophrenia | Myers Chap 12 Pgs 338-347 |
| 10 R-DP | T Mar 11 | Psychotherapy: Psychological vs. Biomedical Treatments; DP Film # 22 | Myers Chap 13 Pgs 352-359, 365-369 |
| | Th Mar 13 | Social Psychology: Attributions, conformity, prejudice... | Guest Lecture |
| | F Mar 14 | Stress and Health | Myers Chap 10 Pgs 274-286 |
| 11 Quiz | T Mar 18 | Class Presentations | |
| | Th Mar 20 | Class Presentations | |
| | <i>F Mar 21</i> | <i>Review Session – You ask, I answer.</i> | |
| 12 | T Mar 25 | Final Exam (Time: 7:30 a.m. – 9:20 a.m.) | Myers Chap 7 to 13 |

ONLINE PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE 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.

Summer Quarter: College policy states that students must formally withdraw from a class by the end of the fifth week of the quarter (Registration Office, B125). After the sixth day and through the end of the fifth week of the quarter, the “W” grade will become part of the student’s transcript record.

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

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) <http://bellevuecollege.edu/drc/>. The office is located in B132 (telephone 425.564.2498 or TTY 425.564.4110 email drc@bellevuecollege.edu). Students will need to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter or contact your online instructor directly by email. Students who require accommodation in a course should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.