



Spring Quarter 2017

Course: PSYC& 200 Lifespan Psychology 5 credits Item# 5430 Section C
Time to meet: Daily 12:30 am – 1:20 pm
Room: L220

Instructor: Samuel Taylor, Ph.D.

Office:

Office hours: M-Th 10:30 AM – 12:00 PM or by appointment (set up via email)

Email: samuel.taylor@bellevuecollege.edu

Phone: (253) 970-9176 (Cell, texting okay)

Mailbox: Social Sciences Division Office (D110)

COURSE INFORMATION

Course Description:

Welcome to Psychology 200

This course presents an overview of human growth and development from prenatal stages to old age. Theories, facts, principles, developmental processes, and empirical research will be explored during the course. Physical, cognitive, social, and emotional development for all age groups will be discussed. Students in this course will experience a variety of learning experiences, including, but not limited to, presentations by lecture, in-class learning activities, written assignments, and active group discussions.

Students are required to work for minimum 5 hours ONLINE each week to complete assigned homework. It is expected that if you go out of town, you will find a way to access the Internet (in cafes, hotel offices, public libraries, etc.) in order to complete assignments, respond to emails, and sustain your participation in the course. Students should expect to devote **a minimum of five hours per week outside of class** for reading course materials and completing assignments. If you don't have a home computer with Internet access, an [open computer lab](#) is available in N250.

If you have questions about the class, **read this syllabus first** before asking your instructor. Be an active participant in your own education. The chapters listed in the weekly class schedule (given on page 7) are to be thoroughly read during the week of the classroom presentation on that topic. In addition, **good note taking** is essential for successful performance in the class. If you are absent from class, it is your responsibility to obtain notes from another student. Please consult the class schedule given below to prepare for exams, readings, and written assignments.

Come to office hours with questions. Office hours are a fixed time I have set aside specifically to talk about the class. I am **always** available during office hours – no appointment needed. Just stop by! You can also schedule a different time to meet with me if my office hours don't work with your schedule, if our schedules are conflicting we can always setup a phone call or online conference.

A Note About Course Content:

Since Lifespan Psychology examines literally every aspect of the individual, this course will discuss some provocative material. Please be advised that when controversial topics are explored, they will be framed within an academic context. Keep in mind that finding oneself

in a space outside of one's comfort zone is an opportunity for learning. Students may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If a student has any questions or concerns about course content or classroom climate, feel free to speak with me about it immediately.

Students equally contribute to making a classroom effective, just 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 to earn your grade.

Important Note About Technology Use:

Class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles will be posted on the **Canvas** course website. You are required to create a BC student network account (at <https://www.bellevuecollege.edu/netid/>) **Canvas** and access the **Canvas** course site regularly. 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. Continuing Education students may contact the Continuing Education office directly to request this identification information. Once you have your student network account, go to Bellevue College website (<http://bellevuecollege.edu/>) and click **Canvas** under Student Links to log into the course website.

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.



Safe Space:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, ethnicities, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. All are welcome in this class!

Student Support Services:

If you need help with your academic problems, please use the following student support services:

- Academic Success Center: <http://bellevuecollege.edu/academicsuccess/>
- Academic Tutoring Center: <http://www.bellevuecollege.edu/asc/tutoring/>
- Multicultural Services: <http://www.bellevuecollege.edu/mcs/>
- TRiO Student Support Services: <http://bellevuecollege.edu/TRiO/>
- Bellevue College Writing Lab: <http://www.bellevuecollege.edu/asc/writing/>

Academic Advising:

The Psychology Department has an in-house advisor, **Deanne Eschbach**, located in D110C. Please call 425-564-2216 or 425-564-2212 to set up personal advising appointments.

Email Communications:

All email communication must be done through **Canvas inbox** or **BC e-mail** account during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

Wireless Devices & Personal Computers:

All wireless devices are to be **turned OFF** and out of sight while in this classroom. Students whose cell phones ring, who engage in sending or receiving text messages, check emails, are seen wearing ear-buds, or are using electronic devices for any purpose will be asked to remove themselves from the classroom for the remainder of the class period. I also reserve the right to answer any student's phone that rings during class. If the problem persists, the student(s) will be referred to the Dean of Student Success for appropriate disciplinary actions.

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 prior verification. All texting devices must be in silent mode and 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.

A Note on Multitasking:

Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. ***Avoid the temptation to multitask*** in class by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

Due Dates and Deadlines:

"My computer isn't working," "my internet connection is weak," or "my hard disk crashed" are not acceptable excuses. This has become the new, *"my dog ate my homework."* It is each student's responsibility to make sure there is an alternate computer (public library, on campus, friend or family member) from which to submit assignments. Plan ahead. Save your work early, often, and in multiple locations.

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.

Academics not Therapy: The course involves the academic exchange of general ideas, theories, and research data related to the topic of Psychology. Thus, it may touch on topics that are personally relevant to some individuals. I am happy to aid you as a resource and help you find necessary resources. However, this course is not a therapy setting and it does not provide the typical safeguards of privacy found in a therapy setting. Consequently, it is important to learn to distinguish “who, when, and where to share private information”. If a student has a personal experience that may add to the class discussion, please do not identify the name or identity (sister, ex-husband...) of the people involved. It is acceptable, preferred, and encouraged that you utilize a ‘general reference’ such as: “There is a person that...; I know someone that...” As has occurred in the past, if a student discusses personal information that I consider to not be appropriate for class, I will re-direct the conversation and speak with the person about resources outside of the classroom that may be helpful. One of the most important ethical considerations that you will learn about if you continue in this field is that of confidentiality and appropriate boundaries.

Use of Technology in Class: Last, there is no use of technology in the classroom for note taking, do not use a cell phone or any device to take a picture of the screen, obtain permission from me prior to recording in any fashion, and do not use laptops or tablets to type notes. Classroom notes must be handwritten

Course Purpose and Goals:

Students successfully participating in this course will:

1. Demonstrate a basic understanding of issues in the scientific study of human development across the lifespan, from conception through death, through the interaction of biological, psychological, and social aspects of human development across the lifespan.
2. Gain general knowledge of some of the most famous theorists in developmental psychology, including Piaget, Freud, Ainsworth, Kohlberg, Bronfenbrenner, Vygotsky, Arnett, and Erikson.
3. Relate course materials to a personal perspective on human developmental experiences, as well as learn how to test theories using qualitative and quantitative research methods.
4. Students will be able to identify and critically reflect on the variability and diversity of developmental pathways, and their own embeddedness in social, cultural, and political contexts.
5. Apply knowledge of cross-cultural research to developmental differences across the life span.
6. Develop skills in communicating using oral and written materials to discuss topics related to human developmental patterns, socialization, and aging.



Required Textbook:

Berger K. (2016). *Invitation to the Lifespan (3rd Ed)*. New York, NY: Worth
ISBN-13 9781319016302



Format of course and course requirements:

The course will follow a lecture format, but with questions both expected and encouraged. Textbook content will be supplemented with other materials such as empirical articles, educational videos, Lecture Recordings/Podcasts, group discussion, audio visual media, individual coursework, and self-reflection. 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 below in this syllabus.

How Do I Get an A? Here's the Grading Criteria:

Grading Category	Points
Discussion Questions (W1=15pts, W3=20pts)	35
Quizzes (7; 20 pts each)	140
Exams (3; 100 pts each)	300
Psychological Concepts Film Reviews (3; 75pts ea)	225
Poster Board Team Assignment (1)	100
Attendance and Participation (10 weeks at 20pts)	200
<i>Total</i>	<i>1000</i>

A	940-1000 pts	94-100 %	C+	770-799 pts	77-79 %
A-	900-939 pts	90-93 %	C	740-769 pts	74-76 %
B+	870-899 pts	87-89 %	C-	700-739 pts	70-73 %
B	840-869 pts	84-86 %	D+	670-699 pts	67-69 %
B-	800-839 pts	80-83 %	D	600-699 pts	60-66 %

TIPS for Success in this Course:

- 1. Attend Class Regularly:** You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared so be sure to complete all reading and other assignments according to the schedule. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively impact your ability to learn the content.
- 2. Check Canvas and Your BC e-mail Regularly:** In order to be informed and know about changes in the schedule, assignments, and other information about the class it will be necessary for you to check your BC e-mail and Canvas course website regularly.
- 3. Read the Textbook:** Reading the course textbook as well as assigned articles will be essential for understanding the course material. It will be assumed that you have completed the readings before class, and that you will be able discuss the material that you have read. Taking notes on the readings will also assist you with taking notes in class.
- 4. Take Notes in Class:** I encourage you to take notes by hand. Research has shown that this helps with learning the material. Coming to class prepared to take notes will be in your best interest. While taking notes you should not focus on writing the instructor's words. Your notes should be written in a way that you could reference them at a later date and remember what was said about the topic. If you want additional tips on note taking, visit the Academic Success Center in D 204.

5. **Manage Your Time Efficiently:** Do not wait until the last minute to start a class assignment. Starting your work early allows you to spend the appropriate amount of time on the assignment, and it allows you to contact the instructor if you have any questions. **PLAN AHEAD.** Save your work early, often, and in multiple locations. Submit proofread work only.
6. **Come See Me:** Due to back to back classes I may not be available before and after class, therefore I ask that you come see me in my office during my office hours (10:30am to 12:00pm Monday through Thursday). If for any reason, you are unable to make it to my office hours, please contact me via Canvas or BC e-mail to schedule an appointment at another time.

Learners will be evaluated in the following Six ways:



1. **Attendance and Class Participation (200 points out of 1000)** – Attendance is always expected. Students are required to manage their time to meet obligations, and are responsible for material covered in their absence. ****If you must miss a class, it is your responsibility to get the notes from another student in the class**.**
There will be group activities and discussions during many classes, which count towards your grade. However, **if you miss 4 or more classes it is unlikely that you will get a passing grade in the course.** Class participation assumes that you have read the assigned readings before class, and you are prepared to be involved in both in-class activities as well as small group discussions.
2. **Psychological Concepts Film Reviews (225 points out of 1000)** – One of the best ways we can learn difficult concepts and retain them for longer periods of time is by applying them, in psychology classes at this level that can be a difficult task. Therefore, we will use three different documentaries/feature films that you will be responsible for identifying and applying specific themes to the characters observed. There will be **Three** of these films that you will be required to write a two page summary of relevant development concepts with a third page of references to match in text citations used in your paper, each paper should have a minimum of 2 references/citations.
3. **Quizzes (240 points out of 1000)** – There will be a total of 7 quizzes throughout the quarter. These will be done in class typically on Fridays and you must have a scantron 882-e along with a #2 pencil for each of them. Quizzes are limited to the material covered that week, again do your reading and attend class to be prepared for these quizzes as they will encompass lecture, readings, and potentially any other media or journal shown and discussed in class.
4. **Behavioral Observation and Interview Poster (100 points out of 1000)** – Each student in the class will choose one of the following life stages: 1. Infancy (0-2 yrs), 2. Toddlerhood (3-4 yrs), 3. Early childhood (5-7 yrs), 4. Middle childhood (8-12 yrs), 5. Adolescence (13-17 yrs), 6. Emerging adulthood (18-25 yrs), 7. Young adulthood (26-39 yrs), 8. Middle adulthood (40-55 yrs), 9. Late adulthood (55-65 yrs), and 10. Elderly (65+ yrs). Then, 3-4 students with similar preference will be **grouped** to present a particular life stage. Each group's members will (1) to observe 2 persons (i.e. participants) doing some activity for at least 30 minutes, and (2) to interview the persons for at least 30 minutes. Observations should be objective behavioral descriptions that are free from interpretation and subjective commentary. Interviews should be designed to garner information about the person's developmental functioning. Conclusions should tie together the collected data into a description of the person's developmental functioning. These conclusions should employ a developmental

model from the course lectures and readings. The groups will present all the gathered information as a poster on a trifold at the end of the quarter.

The sub-headings for the poster should be as follows:

- **Introduction**
 - Identification of the participants and their contextual information.
 - Identification of the theories being tested.
- **Observations** description.
- **Interview** questions and findings.
- **Evaluations** and **conclusions** about the persons' developmental functioning.
- **References** in APA style.

Grading Rubric for BO&I poster:

Clearly describes the purpose and life stage studied for the assignment	10 pts
Describes participants (age, family organization, ethnic background, siblings, day-care etc.) and possible difficulties	10 pts
Provides a summary description of theory(ies) related to behaviors observed	10 pts
Gives detailed evaluation of the participants' behaviors. Supports conclusions with specific, observed behaviors and includes citations.	10 pts
Formulates relevant questions for an interview (attach list of question asked to paper after references). Provides detailed summary of the interview findings.	10 pts
Coherent and logical presentation; grammar, spelling, and syntax are correct.	10pts
Sources cited in-text and referenced according to APA-guidelines.	10 pts
Effective integration of class readings, lectures, and outside readings in conclusions.	10 pts
Each member contributes towards the group project and works in harmony with all.	10 pts
Thorough verbal presentation on the material collected and presented on poster.	10 pts
Total:	100 pts

5. **Exams (300 points out of 1000)** – There will be **Three** exams worth **100 points each** that will count towards your final grade in class. Each exam will consist of multiple-choice questions, fill-in-the-blank, and true/ false statements. There will be **NO** make-up exams. Anything covered in the classroom, including demonstrations, videos, etc. should be considered testable information. *There will be NO comprehensive final exam.* All exams require a **scantron and #2 pencil**. These materials can be purchased in BC bookstore and you are responsible for providing them.
6. **Discussion Questions (35 out of 1000)**—There will be two discussion questions posted in the Canvas course room that you are required to respond to. Your response to each question should be a minimum of 500 words, have appropriate citations and references, and you must respond to at least one other learner in a substantive manner (more than “good job” or “I thought that too”).

Due Dates and Assignments

Date Due	Assignment	Points
April 7	Discussion Question One	15
April 7	Quiz One	20
April 14	Quiz Two	20
April 21	Discussion Question Two	20
April 21	Exam One (Parts One, Two, and Three)	100
April 28	Quiz Three	20
May 1	Review of Psychological Film Concepts 1	75
May 5	Quiz Four	20
May 12	Exam Two (Parts Four, Five, and Six)	100
May 15	Review of Psychological Film Concepts 2	75
May 19	Quiz Five (ONLINE)	20
May 26	Quiz Six	20
June 2	Quiz Seven	20
June 12	Review of Psychological Film Concepts 3	75
June 9	Poster Board Presentations	100
June 14	Exam Three (Parts seven through epilogue)	100
	Attendance/participation	200 (20 each week)
	TOTAL COURSE POINTS	1000

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 Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered

an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- **Enrollment Calendar** On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- **College Calendar** This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

College Anti-Discrimination Statement (Title IX)

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#).

Plagiarism and Other Conduct Policies

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas as references.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course without express permission from your professors. This may also be

considered academic dishonesty.

Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

If you are new to writing then please come talk to me during office hours and/or visit the *Writing Center*. Their website is <http://www.bellevuecollege.edu/asc/writing/> and they are located in **D204**.

Also if you are new to writing in APA format, then refer to the following document:

<http://www.bellevuecollege.edu/asc/writing/essays-guides/documents/apa2010styleessay.pdf>

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 "Th" grade will become part of the student's transcript record.

Check <http://www.bellevuecollege.edu/enrollment/deadlines/> for additional details. As with most

enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly. Here are some important deadlines: *Last day to withdraw with a 100% refund* – April 7, 2017
Last day to withdraw from a course without a "W" posted on your transcript – April 14, 2017
Last day to withdraw from a class ("W" will be posted on your transcript) – May 19 (in person) and May 21, 2017 (online)

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 disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators](#) (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing drc@bellevuecollege.edu, and Deaf students can reach us by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at www.bellevuecollege.edu/drc.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Public Safety and Emergencies

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** - We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.