



Spring Quarter 2017

Course: PSYC& 200 Lifespan Psychology

5 credits

Item# 5434

Section OCS

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Office: D110K

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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 presented. Students in this course will experience a variety of learning experiences, including, but not limited to, content presentation by slides, learning activities, written assignments, and active online discussions. **Students are required to work for minimum 5 to 7 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 (Internet 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** 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 always schedule a different time to meet with me if my office hours don't work with your schedule.

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. **BE GRITTY!**

Important Note About Technology Use:

I will be posting class material and documents such as the syllabus, class slides, announcements, readings, assignments, and links to articles 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. 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.

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** when working on online assignments by silencing your cell phone and resisting the urge to check incoming texts and/ or social media.

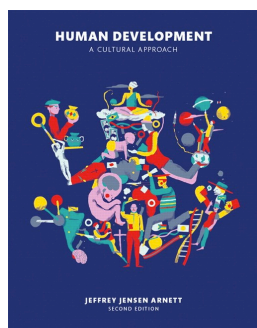
Due Dates And Deadlines:

"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.

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:

Arnett, J. (2015). *Human Development: A Cultural Approach (2nd Ed)*. San Francisco, CA: Pearson.

ISBN-13 9780133939163

Any format is acceptable, including **eBook**, notebook, paperback, or loose-leaf edition.

You can purchase the text from [MyPearsonStore](http://www.mypearsonstore.com/bookstore/human-development-a-cultural-approach-books-a-la-carte-9780134138374) with Free Standard Shipping, and get the 3-hole punch book w/REVEL access for **\$80**.

<http://www.mypearsonstore.com/bookstore/human-development-a-cultural-approach-books-a-la-carte-9780134138374>

Format of course and course requirements:

The course will require reading an e-book, watching videos and reviewing slides, with questions both expected and encouraged. Textbook content will be supplemented with other materials such as empirical articles, educational videos, and student support website (e.g., Revel). 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	%
Application Papers (4)	150	15
Exams (2)	200	20
Online Discussions (10)	100	10
Online Revel Chapter Quizzes (12)	250	25
Online Revel Readings (ORR) (12 chapters)	300	30
<i>Total</i>	<i>1000</i>	<i>100</i>

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

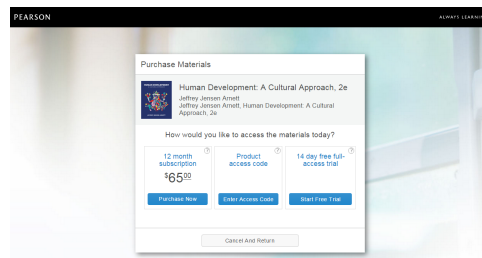
TIPS for Success in this Course:

1. **Check Canvas 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 readings and other assignments according to the schedule. The class activities (readings, TED talks, discussions etc.) 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. **Access Revel to read the Textbook:** Reading the course textbook as well as assigned articles will be essential for understanding the course material. It will also give you the opportunity to experience the material in a different media. It will be assumed that you have completed the readings, and that you will be able discuss the material that you have read. Taking notes on the readings and videos will also assist you with doing well on exams.
3. **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.
4. **Take Notes on REVEL readings and TED talks:** I encourage you to take notes by hand. Research has shown that this helps with learning the material. 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 (<http://www.bellevuecollege.edu/asc/reading/>).

5. **Manage Your Time Efficiently:** Do not wait until the last minute to start a Revel reading or 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. **Communicate with Me:** If you have any questions or concerns, please don't hesitate to contact me via email. I will respond to your email within 24 hours. I will be available in person for questions, during my office hours (daily, 12:30 PM – 1:30 PM) in D110K. If for any reason, you are unable to make it to my office hours but want to see me in-person, please contact me via Canvas or BC e-mail to schedule an appointment at another time.

The students will be evaluated in the following FIVE ways:

1. **Online Revel readings (300 points out of 1000)** – For each day that we meet a portion/module of textbook is assigned for reading before class. If there are multiple readings, you must write on ALL readings assigned on a given day. You will create a Pearson account to access REVEL through Canvas. After you verify your email address, you will click on "Join Course" and then you will be prompted to buy an access code, enter an access code, or start a 14-day free trial. At the end of 14 days, you will receive another email with some purchase options. You can contact **Robbie Omay** (robbie.oyama@pearson.com), our Pearson rep if you have any trouble or questions while going through these steps. Once you have access to Revel, you will use the website to complete daily readings and mini-quizzes. An overall grade will be posted for your reading progress at the end of the quarter.



2. **Application Papers (150 points out of 1000)** – Because research in developmental science advances our understanding of human development, it is important that students in this course learn to critically examine documentaries, and research articles published in the field. You will be required to read an academic journal article this quarter and write a minimum of two-page content (double-spaced, 1 inch margins) review of the article.

Reviews must include the following:

- Identification of the research question and variables (independent and dependent).
- Brief description of the research study design and methods used.
- Summary of the results and conclusions of the study.
- Brief reflection on the overall content and specific findings of the article.

Papers graded with an "A" will contain the following elements →

- Effective, balanced review/ summary of the article.
- Clear identification of limitations and strengths of the study.
- Effective synthesis and reasoning by the student in the reflection section.
- Clear, academic writing in APA format style.

Below mentioned rubric will be provided on *Canvas* and it is required you ensure you have met the rubric guidelines.

Rubric for grading article review papers → Total = 25 points

1. Fulfilled the components: The student followed the appropriate guidelines for the assignment and answered questions mentioned in the template in a meaningful manner. The student utilized information, vocabulary, or other ideas from the article and applied them to the summary and reflection.

- Needs improvement – 3 pts

- Satisfactory – 4 pts
- Outstanding – 5 pts

2. Writing quality/ Clarity: The student clearly articulated his/her points. The student's assignment is organized and written in formal, language and in an academic manner. The student uses appropriate vocabulary and language, sentence structure, and grammar. The assignment is edited and proofread before submission.

- Needs improvement – 3 pts
- Satisfactory – 5 pts
- Outstanding – 7 pts

3. Critical Thinking: The student built on, summarized, and critically evaluated topics addressed in the article. The student made connections to the material covered in class and his/her personal life. The student responded with informed thought.

- Needs improvement – 5 pts
- Satisfactory – 7 pts
- Outstanding – 10 pts

4. APA style writing: The student follows APA guidelines (12 size font, Times New Roman, double-spaced, 1" margins, header etc.), provides in-text citations, references, and uses the template provided on canvas to write the assignment.

- APA format is not attempted – 0 pts
- APA format is incorrect – 1 pts
- APA format is correct – 3 pts

Child-rearing Across Cultures Reflection paper. Students will be asked to watch the movie – [Babies](#) (2010) as homework. The paper would entail comparing and contrasting child-rearing practices across cultures captured in the movie. A) Describe three similarities and differences in parenting practices across cultures.

B) Report the play patterns of infants across cultures (e.g., what toys they played with).

C) Examine how the environment impacts the adults' parenting and child's play behaviors.

D) Reflect on and report some (if any) difficulties you faced while completing this assignment.

This assignment should be in APA 6th Edition format. You will need a title page and reference page. You do not need an abstract. Use the textbook for a reference. You are welcome to use additional scientific sources. The paper should be around **3 pages**, NOT including the title page and references page. You do not need an abstract.

Infant Toys Research paper: examine several toys marketed for infants and toddlers (see package for age ranges). Try to find one good toy and one poor toy. Report on the following:

- **Describe** the toys (you may include a picture of each toy within your paper) and the recommended age range of the toys.
- Report your ratings for each toy on durability, safety, attractiveness, and stimulation (1= poor, 2= fair, 3= average, 4= good, 5= excellent), and briefly **explain** why you gave those scores.
- Determine how each toy is designed for infant safety and to stimulate infant development, especially sensory and physical development. What does each toy do to improve development and in what ways?
- Discuss why you think your good toy improves development, and why the poor toy does not. Use developmental concepts and research to support your argument.

- Conclude with a summary of what you learned and recommendations for improvements of infant toys.

This assignment should be in APA 6th Edition format (See template on Canvas for guidelines. The OWL Purdue website is also very helpful). You will need a title page and references page. You do not need an abstract. Use the textbook for a reference. You are welcome to use additional scientific sources. The assignment should be **4-5 pages** in length, not including the title page and references page.

Two of the four papers will be peer-reviewed by students in class. This will be done using Canvas. Each student will be randomly assigned ONE classmate who's work they'll review and score using a rubric provided by instructor. Students will have two days to provide feedback to their classmate.

3. **Online Discussions (200 points out of 1000)** – Weekly discussions are at the heart of the course. In each module, the instructor will pose questions and online assessments related to the course material, and students are expected to respond and exchange comments several times a week. There will also be interactive activities to do and report on in the discussion.

The discussion sessions will run from Monday to Friday every week. The questions will be posted on Monday mornings. For the first response to discussions, you will need to respond to one of my posted questions by Wednesday night, and for the second response, post a response to a student who answered a different question by Friday night. You are expected to cite the text in at least one post and to read students' posts in each discussion. More specific instructions are available on Canvas. Up to 20 points per discussion will be assigned for this portion of the course, for a possible total of 200 points.

4. **Revel Chapter Quizzes (250 points out of 1000)** – For each chapter, a short quiz is to be completed online via Pearson REVEL as homework. These quizzes will be attempted online via Canvas on Revel each week and are **due at 9:30 AM online** on the days/ dates noted below in the schedule. No LATE work will be accepted. There are 12 chapters, so you will get 12 homework quizzes during the quarter. You are NOT allowed to use the textbook to complete the homework.
5. **Exams (100 points out of 1000)** – There will be **TWO** exams worth **50 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. Exams will be timed and conducted online via Canvas. 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.*

Weekly Reading Schedule **

Week 1: April 3 – April 7 Introduction/ Chapter 1

Monday, April 3 - Introductions (discussion post) + Syllabus Quiz

Tuesday, April 4 – Setup Revel – online tech support to answer questions; read handouts by Pearson rep

Wednesday, April 5 –What is Developmental psychology? Human origins and Conceptions

Thursday, April 6 – Theories of Human development

Friday, April 7 – Scientific Research Method – Qualitative vs. Quantitative

Saturday, April 8 – *Chapter Quiz 1 on Revel* (due on 4/8)

Week 2: April 10 – April 14 Chapter 2

Monday, April 10 – Introduction to Genetics: Genes and Individual development

Tuesday, April 11 – Stages of prenatal development and prenatal care

Wednesday, April 12 – Prenatal problems and infertility

Thursday, April 13 – Threats from outside: Teratogens

- Watch TED Talk: *The toxic baby* on Canvas
- Discussion post (writing prompt)

Friday, April 14 – Chapter quiz 2

Week 3: April 17 – April 21 Chapter 3 (Infancy)

Monday, April 17 – Birth and cultural context

Tuesday, April 18 – Neonate's Health and Physical Functioning

Wednesday, April 19 – Breast Feeding and Sleeping: The Neonate states

Thursday, April 20 – Socio-emotional development; Caring for the Neonate

- Discussion on post "*Is Breast Best? Why/ Why not*" – TED talk
- OR Discussion post on *Cosleeping, culture & SIDS*

Friday, April 21 – Chapter Quiz 3 on Revel (due on 1/20)

Week 4: April 24 – April 28 Chapter 4

Monday, April 24 – Physical Development and Infant Health

Tuesday, April 25 – Cognitive Development – Piaget's Theory

Wednesday, April 26 – Emotional and Social Development – Temperament, Emotions

Thursday, April 27 – Language development + Discussion post

- Watch TED Talk by Patricia Kuhl - *The linguistic genius of babies*

Friday, April 28 – Chapter Quiz 4 on Revel

Week 5: May 1 – May 5 Chapter 5

Monday, May 1 – Physical Development in Toddlerhood

Tuesday, May 2 – Piaget's Cognitive stages 2-3; Social Cognition (ToM)

Wednesday, May 3 – Socio-emotional development: Attachment

Thursday, May 4 – Chapter Quiz 5 on Revel + Exam 1 Review

Friday, May 5 – Exam 1 (on Chapters 1 through 5) – online

- Study guide will be available on Canvas (under Modules)

Week 6: May 8 – May 12 Chapter 6-7

Monday, May 8 – Physical development

Tuesday, May 9 – Cognitive development; Early childhood education

Wednesday, May 10 – Emotional regulation

Thursday, May 11 – Parenting

Friday, May 12 – Chapter Quiz 6 on Revel

Saturday, May 13 – Chapter quiz 7 on Revel

Week 7: May 15 – May 19 Chapter 7-8

Monday, May 15 – Puberty and Health Issues in Adolescence

Tuesday, May 16 – Adolescent Cognition

- Inside a Teenage Mind (*TED talk + Discussion post*)

Wednesday, May 17 – Adolescent Self-development and Teen Morality

Thursday, May 18 – Teen problems and resilience

Friday, May 19 – *Chapter Quiz 8 on Revel*

Week 8: May 22 – May 26 Chapter 9

Monday, May 22 – Physical Changes in Emerging Adulthood

Tuesday, May 23 – Post formal thought

Wednesday, May 24 – Socio-cultural contexts of Emerging Adulthood

Thursday, May 25 – Constructing an Identity (work, social, love)

- Meg Jay: 30 is not the new 20 (discussion post)

Friday, May 26 – *Chapter Quiz 9 on Revel*

Week 9: May 29 – June 2 Chapter 10

Monday, May 29 – HOLIDAY!

Tuesday, May 30 – Young Adulthood: Physical Development

Wednesday, May 31 – Adult Intelligence

Thursday, June 1 – Erikson's stage of Intimacy vs. Isolation; Entering parenthood

- Discussion Post – TED talk: Parenting Taboos

Friday, June 2 – *Chapter Quiz 10 on Revel*

Week 10: June 5 – June 9 Chapter 11

Monday, June 5 – Physical changes in Middle adulthood

Tuesday, June 6 – Cognitive development in Middle adulthood

Wednesday, June 7 – Midlife Crisis; Erikson's stage of Generativity

Thursday, June 8 – *Chapter Quiz 11 on Revel*

Friday, June 9 – Physical development and Health in Late adulthood

Week 11: June 12 – June 16 Chapter 12

Monday, June 12 – Cognition and Memory in Later life: Dementia

Tuesday, June 13 – Socio-emotional development

Wednesday, June 14 – *Chapter Quiz 12 on Revel*

Friday, June 16 – Exam 2 (Chapters 6-12) Online

**** Subject to change**

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.

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.

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 drop a class online by 11:59 p.m. – May 21, 2017

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.

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 [Autism Spectrum Navigators](#) 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 B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

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 K building 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](#).**