

PSYC 202 Introduction to Physiological Psychology (5 Credits)

Fall Quarter 2019 – Item # 5436, Section HYA

Monday-Thursday: 10:30-11:20 am in Room D259; Fridays: Online

Instructor: Jennifer Parada

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Office Location: D110-I

Phone: 425-564-2198

Student Office Hours: Monday-Thursday 1-2 pm and Friday 10-11 am, or by appointment



Dear Students,

Welcome to one of my absolute favorite topics and areas of research: **physiological psychology**! I am so excited to guide you through this fascinating field. Many are intimidated by the field of physiological psychology, but I want to make sure this class is far from intimidating. We will be learning the inner workings of the biology of behavior (brains included!), which will require us to learn *new* vocab, concepts, and theories every day. I know this sounds a little scary, but we have the whole quarter to accomplish this and you will have support from your classmates and myself. I am glad you are all here, so stick around! Please read the remainder of the syllabus as it includes a lot of important information about the course and bring any questions to class or send them to me through email (Jennifer.Parada@bellevuecollege.edu).

Sincerely,
Jennifer Parada

Course Information

COURSE DESCRIPTION

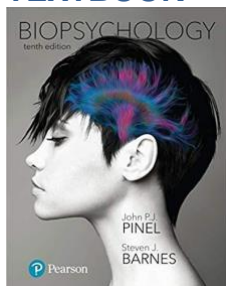
Introduces the physiological systems that underlie behavior with emphasis on the nervous system, sensory systems, endocrine system, and research methods unique to the field of physiological psychology. Fulfills natural science course requirement at BC. Recommended: PSYC& 100.

COURSE LEARNING OUTCOMES

After completing this course, you will be able to:		Assessed by:
CLO 1	Identify the components of the nervous system, endocrine system, and immune system and describe their functions.	In-Class Participation; Chapter Quizzes; Homework Assignment 2; Homework Assignment 4; Homework Assignment 5; Final Portfolio

CLO 2	Describe the chemical influences on behavior at the molecular, cellular, and the systemic level of the organism.	In-Class Participation; Chapter Quizzes; Homework Assignment 2; Homework Assignment 3; Homework Assignment 4; Homework Assignment 5; Final Portfolio
CLO 3	Describe the unique challenges in the application of the scientific method to the study of behavior and distinguish between the technologies employed in studying the brain.	In-Class Participation; Chapter Quizzes; Homework Assignment 4; Homework Assignment 5; Final Portfolio
CLO 4	Employ the terms and theories related to physiological psychology in their appropriate contexts.	In-Class Participation; Chapter Quizzes; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; Homework Assignment 4; Homework Assignment 5; Final Portfolio
CLO 5	Distinguish between the major contributions of the prominent theorists in the field of physiological psychology.	In-Class Participation; Chapter Quizzes; Final Portfolio
CLO 6	Describe the dynamic relationship between evolution, genetics and the environment as it influences physiology and behavior.	In-Class Participation; Chapter Quizzes; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; Homework Assignment 4; Homework Assignment 5; Final Portfolio

TEXTBOOK



Pinel, J. P. & Barnes, S. J. (2017). *Biopsychology* (10th Ed.). New York: Pearson. ISBN-13: 978-0134203690

You may use the 9th edition of the textbook, but please keep in mind that **you are responsible for the any differences in content. The previous edition came out in 2013, so there have been **many changes!***

Accessing the textbook: In order to access the textbook, you must create a Revel account by clicking [HERE](#). You may also purchase Revel Access directly from Pearson when you log in through Canvas (under Step 4 of the “Getting Started” module). You can access the online textbook for 14 days for **FREE** and will have the option to purchase the online textbook once the 14 days have passed for \$79.95. You will also have the option to purchase a loose-leaf copy of the text for \$20. Please see the “Getting Started” module on Canvas for more directions.

CANVAS

- You can access Canvas through the [Bellevue College homepage](#) or by clicking [HERE](#).
 - For technical problems with Canvas, contact the HELP desk at (425) 564-4357 or

by click [HERE](#).

Classroom Learning Atmosphere

INSTRUCTOR'S EXPECTATIONS

Because college is a professional environment, I expect all students in my classrooms to abide by basic professional etiquette. This etiquette includes, but is not limited to:

- a) Arriving to class **on time**. Class will begin promptly at 10:30 am and you are expected to be in class at that time, ready to begin the lesson.
- b) Please do not use your cellphones or other electronic devices during class time unless otherwise instructed (See the section on **Technology**).
- c) All email communication must be done through Canvas or your BC e-mail account. I will not communicate about coursework or your grades through personal email accounts. I aim to answer emails within 48 hours.
- d) Be respectful to your classmates. Any disrespectful language or behavior used towards your classmates will result in removal from the classroom, as well as a zero on any in-class activities or participation assignments during that class period.
- e) Be respectful of my time. I aim to have assignments graded and returned within two weeks after they are submitted (although I often get them back by one week). Please do not ask when assignments will be returned or graded before this time. If it has been more than two weeks, and you are concerned about your grades, please talk to me during office hours or email me with questions.

CLASSROOM POLICIES

- I. **Technology**. Cell-phone usage is not allowed during class time, unless otherwise permitted/instructed. If you are expecting an important call/text, please notify me at the beginning of class. Using laptops or tablets to legitimately take notes or work on in-class activities is allowed; however, note-taking by hand is **highly encouraged** as electronic devices can be extremely distracting not just to you, but to your classmates, and myself.
- II. **Self-disclosure**. Please note that our approach toward physiological psychology is an academic/scientific one. I know that the study of psychology can include very personal and emotional topics. While I hope that the content we cover is personally meaningful to you, I ask that you think carefully about the experiences and examples you choose to share with your classmates. When sharing examples, please avoid disclosing any identifying information (e.g., name, age) about the individuals involved if it is not relevant to the context of the example. This is to avoid anyone else identifying these individuals, especially if the example is related to a personal topic. These steps will help us respect our scientific approach and ensure a comfortable and safe learning environment for you and your classmates.
- III. **Attendance Policy**. Attendance is very important for this class. Not only will important material be covered during class time, but in-class participation activities and important assignment components (e.g., instructions, tips, resources) will be carried out during this time. Please note that in-class participation activities **cannot** be made up if you are absent. You may take a missed quiz on Canvas by 11:59pm on the day after you return

from your absence. Please see the **Late Work Policy** below for information on submitting late assignments.

- IV. **Late Work Policy.** All homework assignments (including the final Portfolio) will receive half credit if turned in late, unless you and I have made alternative arrangements **before** the assignment deadline. You have until the end of the quarter (December 6th) to turn in late assignments for half credit. My motto is *some points are better than no points*, so please keep this in mind if you miss an assignment deadline.

Course Assessments

- I. **Syllabus Quiz.** There is one syllabus quiz for this class. The quiz will be taken on Canvas before the second day of class (September 17th). The quiz will cover important policies and procedures of the class detailed in the course syllabus.
- II. **Library Resources Module.** One of your very first assignments will be to complete a “Library Resources” module on Canvas. The purpose of doing this module is to learn or brush up on skills that you will need to successfully complete your written homework assignments and final portfolio. These skills include: 1) knowing the difference between a primary and secondary source, 2) being able to use search engines through the BC library, 3) using search terms to find research articles, and 4) the importance of citing and avoiding plagiarism. I highly suggest starting to navigate through the module during the first week of class so that you are not rushing through it before it is due. The module should take about 20-30 minutes to complete.
- III. **Chapter Quizzes.** There will be 12, timed quizzes for this course that test your knowledge of the assigned readings. The quizzes will be taken on Canvas and are due at 11:59pm on the date they are listed on the **Tentative Course Schedule** (unless otherwise noted). Each of you will be *randomly assigned* a combination of multiple-choice, fill-in-the-blank, and open-response questions. Your final grade will be based on your highest 10 out of 12 quizzes. In other words, I will drop your lowest 2 quizzes.

NEW FOR FALL 2019: You will have the option to take a practice quiz before taking your actual chapter quiz. Practice quizzes are timed, just like the actual quizzes, and they are composed of similar questions that cover the same topics as the ones on the actual quiz. Your performance on the practice quizzes is not graded and does **not** count toward your grade. I suggest taking advantage of this option for several reasons: 1) to become familiar with the quiz format on Canvas, 2) to get an idea of the topics covered on the chapter quiz, and 3) to use this practice quiz as an additional opportunity to study!

- IV. **Homework Assignments:** There will be 5 written homework assignments for this class. The goal of these homework assignments is to apply what you learn in class about physiological psychology to your chosen portfolio topic (i.e., a disease or disorder of the nervous system), and to prepare some of the material for your Final Portfolio. The assignments involve researching the *neurons*, *neurotransmitters*, *neuroanatomy*,

symptoms, and *treatments* involved in your chosen disease or disorder of the nervous system. All assignments will be submitted on Canvas and will be checked through VeriCite. All instructions and due dates for the assignments are available on Canvas.

- V. **Portfolio.** Your portfolio is intended to integrate your interests and the many aspects of physiological psychology we encounter this quarter. Throughout the quarter, in addition to learning about the structure and function of the nervous system, you will also be working to increase your knowledge of one particular disease or disorder through your homework assignments. To document and showcase your *expertise* in this area, you will create a portfolio consisting of **3** of the homework assignments as examples of important work on your topic, as well as short reflections for each of the 3 assignments explaining its importance.

a. **Possible Portfolio Topics:**

- | | |
|--|--|
| i. Post Traumatic Stress Disorder (PTSD) | vi. Eating disorders (anorexia or bulimia) |
| ii. Depression | vii. Parkinson's disease |
| iii. Anxiety disorders | viii. Huntington's disease |
| iv. Schizophrenia | ix. Substance abuse |
| v. Alzheimer's disease | |

**Other topics can be used with my permission*

b. **Components of your Portfolio:**

- i. A clear and informative cover to introduce yourself and your topic.
- ii. A 1-page letter to the reader explaining and contents of the portfolio and why you selected this topic.
- iii. A table of contents – to display organization.
- iv. Three of your homework assignments from throughout the semester (excluding Homework Assignment 1). For each assignment, you should include a 2-3 paragraph reflection on the assignments, describing *why* you chose to include this assignment, what you liked about the assignment, and how this assignment demonstrates your learning (e.g., any interesting/exciting things you learned about the topic while completing the assignment, how you overcame a challenge in completing the assignment).
- v. A conclusion. This should be a 1-page self-assessment and describe what you learned throughout this portfolio project. Please answer the following questions in the conclusion: What was your favorite part and why? What was your least favorite part, and why? If you were to do this project over, what would you do differently and why? Does this project have value outside of the classroom; describe why and how? (E.g., did this help you with an understanding of neuroscience in the “real world”?)
- vi. A reference section. This will be a list of the resources you used to complete the portfolio from throughout the quarter.

- VI. **In-Class Participation.** In-class participation is **VERY** important in this class, as it will allow you to apply the information from lecture, critically discuss content with classmates and myself, and receive important information to complete all homework assignments. There will be various opportunities to participate in class (this doesn't have to be speaking in class). These activities may include completion of an exit ticket, participating in think-pair-share, jigsaw activities, and small group discussions. Participation activities are 2 points each with one per class, online days included.

COURSE EVALUATION

Activity	Point Allotment	Total
Syllabus Quiz	10 points	10 points
Library Resources Module	20 points	20 points
10 out of 12 Quizzes	20 points each	200 points
5 Homework Assignments	35 points each	175 points
Portfolio	100 points	100 points
In-Class Participation	2 points per participation activity (one per day)	120 points
TOTAL POINTS POSSIBLE	<i>625 points</i>	

GRADING SCALE

A	100-95%	4.0
A-	94-90%	3.7
B+	89-86%	3.3
B	85-80%	3.0
B-	79-75%	2.7
C+	74-71%	2.3
C	70-66%	2.0
C-	65-60%	1.7
D+	59-55%	1.3
D	54-50%	1.0
F	49 or less	0.0

Tentative Course Calendar

DUE = Assignments and quizzes are due at 11:59pm on the listed day, unless otherwise noted

READ = Assigned readings; complete **BEFORE** class

(Please note that this is a *tentative* calendar and is subject to change)

Unit 1: Cells of the Nervous System					
Week	Monday	Tuesday	Wednesday	Thursday	Friday (ONLINE)
1	September 16 th <i>First day of class</i>	September 17 th <i>Intro to Physiological Psych and Neurons</i> READ: Ch. 1 DUE before class: Syllabus Quiz (Canvas)	September 18 th <i>Neurons</i> READ: Ch. 3	September 19 th <i>Neurons + Supporting Cells</i> READ: Ch. 3	September 20 th DUE: Quiz 1 (Canvas)
2	September 23 rd <i>Resting and Postsynaptic Potentials</i> READ: Ch. 4	September 24 th <i>Action Potentials</i> READ: Ch. 4	September 25 th <i>Synapses and Neuro-transmitters</i> READ: Ch. 4	September 26 th <i>Neuro-transmitters</i> READ: Ch. 4	September 27 th DUE: Quiz 2 (Canvas) DUE Sunday 9/29 (Canvas): Library Resources Module
Unit 2: Structures and Functions of the Nervous System					
3	September 30 th <i>Brain Basics</i> READ: Ch. 3 DUE: HW Assignment 1	October 1 st <i>Neuroanatomy + The Peripheral Nervous System</i> READ: Ch. 3	October 2 nd NO CLASS	October 3 rd <i>Evolution of the Human Brain & Studying the Brain</i> READ: Ch. 2 & Ch. 5	October 4 th DUE: Quiz 3 (Canvas)
UNIT 3: Survival and the Nervous System					
4	October 7 th <i>Digestion and Metabolism</i> READ: Ch. 12	October 8 th <i>Hunger and Satiety</i> READ: Ch. 12	October 9 th <i>Obesity</i> READ: Ch. 12	October 10 th <i>Eating Disorders</i> READ: Ch. 12	October 11 th DUE: Quiz 4 (Canvas)
5	October 14 th <i>Sleeping and Dreaming</i> READ: Ch. 14 DUE: HW Assignment 2	October 15 th <i>Sleep Deprivation</i> READ: Ch. 14	October 16 th <i>Circadian Rhythms + Neurobiology</i> READ: Ch. 14	October 17 th <i>Disorders of Sleep</i> READ: Ch. 14	October 18 th DUE: Quiz 5 (Canvas)

6	October 21 st <i>Types of Stressors and Responses to Stress</i> READ: Ch. 17	October 22 nd NO CLASS	October 23 rd <i>Psychoneuro-immunology</i> READ: Ch. 17	October 24 th <i>Stress and Health</i> READ: Ch. 17	October 25 th DUE: Quiz 6 (Canvas)
UNIT 4: Learning and Memory					
7	October 28 th <i>Amnesia</i> READ: Ch. 11 DUE: HW Assignment 3	October 29 th <i>Amnesia</i> READ: Ch. 11	October 30 th <i>Neurobiology of Memory</i> READ: Ch. 11	October 31 st <i>Long-term Potentiation</i> READ: Ch. 11	November 1 st DUE: Quiz 7 (Canvas)
UNIT 5: When Things go Wrong in the Nervous System					
8	November 4 th <i>Tumors and Stroke</i> READ: Ch. 10	November 5 th <i>Concussions and Epilepsy</i> READ: Ch. 10	November 6 th <i>Parkinson's and Huntington's Disease</i> READ: Ch. 10	November 7 th <i>Alzheimer's Disease and Multiple Sclerosis</i> READ: Ch. 10	November 8 th DUE: Quiz 8 (Canvas)
UNIT 6: The Biology of Psychological Disorders					
9	November 11 th NO CLASS – Holiday (college closed)	November 12 th <i>Principles of Psychopharmacology</i> READ: Ch. 15 DUE: HW Assignment 4 (Canvas)	November 13 th <i>Drug Types</i> READ: Ch. 15	November 14 th <i>Reward Pathways and Drug Misuse</i> READ: Ch. 15	November 15 th DUE: Quiz 9 (Canvas)
10	November 18 th <i>Affective Disorders</i> READ: Ch. 18	November 19 th <i>Affective Disorders</i> READ: Ch. 18	November 20 th <i>Affective Disorders</i> READ: Ch. 18	November 21 st <i>Affective Disorders</i> READ: Ch. 18	November 22 nd DUE: Quiz 10 (Canvas)
11	November 25 th <i>Anxiety Disorders</i> READ: Ch. 18 DUE: HW Assignment 5 (Canvas)	November 26 th <i>Anxiety Disorders + Treatments</i> READ: Ch. 18	November 27 th <i>Schizophrenia</i> READ: Ch. 18 DUE: Quiz 11 (Canvas)	November 28 th NO CLASS – Holiday (college closed)	November 29 th NO CLASS – Holiday (college closed)

“Finals” Week					
12	December 2 nd <i>Schizophrenia Treatments</i> READ: Ch. 18	December 3 rd NO CLASS	December 4 th	December 5 th	December 6 th <i>Final Portfolio Reception</i> From 9:30-11:20 am DUE: Portfolio (in class); Quiz 12 (Canvas); any late assignments

***I reserve the right to add, delete, or modify the syllabus with reasonable notification.**

Academic and Support Services

ACADEMIC ADVISING

The Psychology Department has an in-house advisor located in D110C. Please call 425-564-2216 or 425- 564-2212 to set up personal advising appointments or click [HERE](#) for more information.

STUDENT SUPPORT SERVICES

See the following links:

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

COUNSELING SERVICES

Offers confidential consultations for students experiencing non-academic difficulties. For more information click [HERE](#).

THE CENTER FOR CAREER CONNECTIONS

Offers career resources for all stages of your academic and professional career. Click [HERE](#) for more information.

College Statements

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. [Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (https://www.bellevuecollege.edu/inclusion/)

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable

accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

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. relationship 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 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/) (<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Social Sciences Division Statements

Cheating, Stealing, & Plagiarizing

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) 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 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 Dean of Student Services and listed in the Student Conduct Code at: [Student Code](#)

Important Links

See "[Important Links](#)" [page online](#) for more information about the E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), 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 in your classes, programs, activities, and any other services, please contact the DRC. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class 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 Center, and review those needs with the instructor as well.

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.

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F") (<https://www.bellevuecollege.edu/policies/id-3000/>).

F Grade

Students who fail a course will receive a letter grade of "F." (<https://www.bellevuecollege.edu/policies/id-3000/>).

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule (<https://www.bellevuecollege.edu/policies/id-3250/>). Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter 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 present at 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

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 (<https://www.bellevuecollege.edu/registration/withdrawing/>).

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and staff will not give out grades. Students should access their grades through the BC Web site (<https://www.bellevuecollege.edu/records/>).

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be returned in the following ways ONLY:

1. by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or
2. by the instructor designating a time and place whereby the student may retrieve his/her papers.

Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.