

**PSYC& 100 General Psychology (5 Credits)**

Winter Quarter 2020 – Item # 5401, Section HYB  
Monday-Thursday: 8:30-9:20 am in Room B227



**Instructor:** Jennifer Parada  
**Email:** Jennifer.Parada@bellevuecollege.edu  
**Office Location:** D110-I

**Phone:** 425-564-2198  
**Student Office Hours:** Monday-  
Thursday 12:30-2 pm, or by  
appointment

Dear Students,

Welcome to General Psychology! I am very excited to guide you through the wonderful world of psychology this quarter. Psychology is *the scientific study of behavior and mental processes*. How do we study behavior and mental processes? Stick around and you'll find out! This quarter we will be learning about research methods in psychology, the biology of behavior (my favorite!), human development, cognition, stress and health, *and* clinical psychology. In order to gain all of this knowledge, we will be learning new vocab and concepts every day. This may sound scary, but don't worry, I'm here to help. I'm so glad you're all here! Get started by reading the remainder of the syllabus and bring any questions to class or email me (Jennifer.Parada@bellevuecollege.edu).

Sincerely,  
Jennifer Parada

## Course Information

### COURSE DESCRIPTION

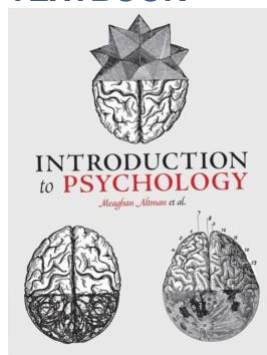
Presents methods, concepts, and principles of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

### COURSE LEARNING OUTCOMES

After completing this course, you will be able to:		Assessed by:
<b>CLO 1</b>	Describe key concepts, principles, and overarching themes in psychology	In-Class Participation; Chapter Quizzes; Homework Assignment 3; MythBusters Final Presentation
<b>CLO 2</b>	Describe psychology's content domains and areas of application to human behavior	In-Class Participation; Chapter Quizzes
<b>CLO 3</b>	Use scientific reasoning to understand, apply and/or critique various research methods and theoretical perspectives used by psychologists to study and explain behavior	In-Class Participation; Homework Assignment 2; Homework Assignment 3; MythBusters Final Presentation
<b>CLO 4</b>	Apply critical thinking and ethical standards to evaluate assumptions, claims, and common sense ideas about behavior	In-Class Participation; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; MythBusters

		Final Presentation
<b>CLO 5</b>	Apply psychological principles and findings to enhance interpersonal relationships at individual, community, national, and global levels	In-Class Participation; MythBusters Final Presentation
<b>CLO 6</b>	Communicate effectively in written and/or oral formats in academic and professional life	In-Class Participation; Homework Assignment 1; Homework Assignment 2; Homework Assignment 3; MythBusters Final Presentation

## TEXTBOOK



- Altman, M. et al. (2017). *Introduction to Psychology: A Top Hat Interactive Text*. Top Hat Monocle. Available from <https://tophat.com/marketplace/beta/oer-introduction-to-psychology-meghan-altman/737/>

### Accessing Textbook via Top Hat:

- We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) which outlines how you will register for a Top Hat account, as well as a brief overview to get you up and running on the system.
- A course email invitation will be sent to you during the first week of the quarter. You can also register by visiting our course website: <https://app.tophat.com/e/606825> The course Join Code is **606825**.

### Pricing:

- Top Hat access for the quarter is about \$30, plus about \$35 for lifetime access to the textbook. A full breakdown of all subscription options available can be found here: [www.tophat.com/pricing](http://www.tophat.com/pricing).
- If you require assistance with Top Hat at any time, please contact their Support Team directly by email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491.

## CANVAS

- You can access Canvas through the [Bellevue College homepage](#) or by clicking [HERE](#).
- In addition to the course syllabus, Canvas is your primary source of information for this

course. All assignments and quizzes are due through Canvas, and important class announcements will be posted on there as well. I suggest that you check Canvas several times a week.

- For technical problems with Canvas, contact the HELP desk at (425) 564-4357 or by clicking [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 8:30 am and you are expected to be in class at that time, ready to begin the lesson.
- b) 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 respond to emails within 48 hours.
- c) Please check Canvas multiple times per week. I send out important course information through Canvas announcements. It is your responsibility to keep up with these updates.
- 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**. You are permitted to use devices during class to respond to in-class prompts through Top Hat and to legitimately take notes. However, note-taking by hand is **highly encouraged**. To aid with note-taking by hand, I provide guided note packets for all units in the course. The guided notes outline all of the important concepts and topics covered in each unit.
- II. **Self-disclosure**. Please note that our approach toward 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 your final MythBusters Presentation) will receive half credit if turned in late, unless you and I have made alternative arrangements **before** the assignment deadline. If you cannot submit an assignment on time, I expect you to let me know beforehand. You have until the end of the quarter (March 20<sup>th</sup>) to turn in late assignments for half credit. My motto is *some points are better than no points*; keep this in mind if you miss an assignment deadline. ***Please note that I do not accept late work or revisions on assignments once the quarter has ended, nor do I negotiate final grades.***

## Course Assessments

- I. **Introductory Survey.** The introductory survey will be available on Canvas and is a way for me to get to know a little bit about you. It will also help you become familiar with navigating a quiz through Canvas. Don't worry this survey is not timed and is based solely on participation, meaning that if you complete it, you will earn all the points. Please complete the survey by the second day of class (January 6<sup>th</sup>).
- II. **Syllabus Quiz.** There is one syllabus quiz for this class. The quiz will be taken ***in class*** on the second day of the quarter (January 6<sup>th</sup>). The quiz will ask you about important course policies and procedures outlined on the syllabus.
- III. **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 refine the skills you will need to successfully complete your written homework assignments and MythBusters project.

These skills include:

- a. Knowing the difference between a primary and secondary source,
- b. Being able to use search engines through the BC library,
- c. Using search terms to find research articles, and
- d. 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 minutes to complete.

- IV. **Chapter Quizzes.** There will be 10, 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 and open-response questions. Your final grade will be based on your highest 8 out of 10 quizzes. In other words, I will drop your lowest 2 quizzes.

**Practice Quizzes:** You will have the option of taking **two** 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:

- a. To become familiar with the quiz format on Canvas,
- b. To get an idea of the topics covered on the chapter quiz, and
- c. To use this practice quiz as an additional opportunity to study!

- V. ***MythBusters Homework Assignments.*** There will be 3 written homework assignments for this class surrounding a myth about psychology that you and a group of classmates will choose to investigate this quarter. Through these homework assignments you and your group will explore the origins of the myth (i.e., where the myth came from), whether or not research supports this myth, and why people still believe this myth. Completing your homework assignments will also help you prepare some of the materials for your group's MythBusters presentation (See the description below). Despite this being part of a group project, you are expected to write and submit your assignments *individually*. All assignments will be submitted on Canvas and checked for plagiarism through VeriCite; please see the **Cheating, Stealing, and Plagiarizing** section. All instructions and due dates for the assignments are available on Canvas and the Tentative Course Schedule below.

***Possible myths include:*** Adults cannot grow new brain cells; left vs. right brained; we only use 10% of our brain; any myth about sex differences; learning styles; myths about intelligence; myths about memory (e.g., "photographic" memory); birth order; accuracy of lie detector tests; myths about violence (e.g., violence and video games, violence and mental illness), etc.

**\*Please note that I MUST approve your groups' myth before you begin your homework assignments**

- VI. ***MythBusters Presentation.*** In order to showcase what you and your group learned throughout the quarter about your chosen psychological myth, you are going to present this information to your classmates during the last week of class. Your group will sign up to present on one of these days. Everyone's presentation slides are due at the **beginning** of class on March 16<sup>th</sup>. I will make sure that the presentation slides are loaded onto our classroom computer the day of your presentation. Your presentation should be between 8-10 minutes long. The evaluation criteria and rubric for the presentations are available on Canvas.
- VII. ***MythBusters Project Check-in Assignment.*** In order to support you on successfully navigating your project, I would like you to check-in with me at some point during the

quarter. This check-in is intended for me to gauge how things are going, particularly with your homework assignments and presentation. You may complete the check-in as a group, or on an individual basis. The check-in can be completed in one of two ways:

- a. Coming to my office during student office hours or, if my office hours do not work for you, setting up an appointment to meet with me at a different time. I ask that our visit is about 5 minutes long (although it may be longer).
- b. Emailing me with an update on how everything is going as well as questions you and your group may have.

Before coming to see me or emailing me, please consider the following questions:

1. *Tell me what has helped you navigate and complete your homework assignments.*
2. *Tell me what you have struggled with and what might be helpful when completing your homework assignments moving forward.*
3. *What else would you like to share with me that you think would help improve your learning experience?*

If everything is going fine, that's great – I want to hear about that too. You get to choose when you check-in with me, but please remember that you must do so before March 12<sup>th</sup>.

- VIII. ***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 just be speaking in class). In-class participation will be tracked primarily by Top Hat use which reflects your responses to questions and discussion boards. In-class participation may also include think-pair-share, jigsaw activities, and small group discussions. Participation activities will equal to about 20% of your final grade. You may track your progress through Top Hat.

## COURSE EVALUATION

Activity	Point Allotment	Total
Introductory Survey	5 points	5 points
Syllabus Quiz	10 points	10 points
Library Resources Module	20 points	20 points
8 out of 10 Quizzes	20 points each	160 points
3 Homework Assignments	35 points each	105 points
MythBusters Presentation	120 points	120 points
Project Check-in Assignment	15 points	15 points
In-class Participation	Varies per day	110 points
<b>TOTAL POINTS POSSIBLE</b>	<i>545 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 Key	
Unit 1 – Introduction to Psychology and Research Methods (Ch. 1 & 2)	
Unit 2 – The Biology of Behavior (Ch. 3)	
Unit 3 – Development across the Lifespan (Ch. 4)	
Unit 4 – Learning and Memory (Ch. 7 & 8)	
Unit 5 – Stress and Health (Ch. 16)	
Unit 6 – Clinical Psychology (Ch. 14 & 15)	

Week	Monday	Tuesday	Wednesday	Thursday
1	December 30 <sup>th</sup>	December 31 <sup>st</sup>	January 1 <sup>st</sup>	January 2 <sup>nd</sup> <i>First day of class</i>
2	January 6 <sup>th</sup> <i>What is Psychology?</i>  <b>READ:</b> Ch. 1  <b>DUE:</b> Syllabus Quiz (in class); Introductory Survey (Sunday 1/5 on Canvas)	January 7 <sup>th</sup> <i>Modern Approaches to Psychology</i>  <b>READ:</b> Ch. 1	January 8 <sup>th</sup> <i>Scientific Method</i>  <b>READ:</b> Ch. 2	January 9 <sup>th</sup> <i>Scientific Method</i>  <b>READ:</b> Ch. 2



3	<u>January 13<sup>th</sup></u> <i>Ways to Gather Data</i>  <b>READ:</b> Ch. 2  <b>DUE:</b> Quiz 1 & Library Resources Module (Sunday 1/12 on Canvas)	<u>January 14<sup>th</sup></u> <i>Ways to Gather Data</i>  <b>READ:</b> Ch. 2	<u>January 15<sup>th</sup></u> <i>Research Ethics</i>  <b>READ:</b> Ch. 2	<u>January 16<sup>th</sup></u> <i>Data Interpretation</i>  <b>READ:</b> Ch. 2
4	<u>January 20<sup>th</sup></u> <b>NO CLASS</b> – Holiday (college closed)  <b>DUE:</b> Quiz 2 & HW Assignment 1 (Sunday 1/19 on Canvas)	<u>January 21<sup>st</sup></u> <i>Neurons + Supporting Cells</i>  <b>READ:</b> Ch. 3	<u>January 22<sup>nd</sup></u> <i>Neural Communication</i>  <b>READ:</b> Ch. 3	<u>January 23<sup>rd</sup></u> <i>Neurotransmitters</i>  <b>READ:</b> Ch. 3
5	<u>January 27<sup>th</sup></u> <i>Central Nervous System</i>  <b>READ:</b> Ch. 3  <b>DUE:</b> Quiz 3 (Sunday 1/26 on Canvas)	<u>January 28<sup>th</sup></u> <i>Peripheral Nervous System + Endocrine Nervous System</i>  <b>READ:</b> Ch. 3	<u>January 29<sup>th</sup></u> <i>Prenatal Development</i>  <b>READ:</b> Ch. 4	<u>January 30<sup>th</sup></u> <i>Infancy and Childhood</i>  <b>READ:</b> Ch. 4
6	<u>February 3<sup>rd</sup></u> <i>Infancy and Childhood</i>  <b>READ:</b> Ch. 4  <b>DUE:</b> Quiz 4 & HW Assignment 2 (Sunday 2/2 on Canvas)	<u>February 4<sup>th</sup></u> <i>Adolescence</i>  <b>READ:</b> Ch. 4	<u>February 5<sup>th</sup></u> <i>Adolescence</i>  <b>READ:</b> Ch. 4	<u>February 6<sup>th</sup></u> <i>Adulthood and Old Age</i>  <b>READ:</b> Ch. 4
7	<u>February 10<sup>th</sup></u> <i>Classical Conditioning</i>  <b>READ:</b> Ch. 7  <b>DUE:</b> Quiz 5 (Sunday 2/9 on Canvas)	<u>February 11<sup>th</sup></u> <i>Operant Conditioning</i>  <b>READ:</b> Ch. 7	<u>February 12<sup>th</sup></u> <i>Observational Learning</i>  <b>READ:</b> Ch. 7	<u>February 13<sup>th</sup></u> <i>Encoding Memories</i>  <b>READ:</b> Ch. 8



8	February 17 <sup>th</sup> <b>NO CLASS</b>  <b>DUE:</b> Quiz 6 & HW Assignment 3 (Sunday 2/16 on Canvas)	February 18 <sup>th</sup> <i>Long-Term Memory</i>  <b>READ:</b> Ch. 8	February 19 <sup>th</sup> <i>Memory Retrieval and Errors</i>  <b>READ:</b> Ch. 8	February 20 <sup>th</sup> <i>Forgetting</i>  <b>READ:</b> Ch. 8
9	February 24 <sup>th</sup> <i>Types of Stressors</i>  <b>READ:</b> Ch. 16  <b>DUE:</b> Quiz 7 (Sunday 2/23 on Canvas)	February 25 <sup>th</sup> <i>Stress Responses</i>  <b>READ:</b> Ch. 16	February 26 <sup>th</sup> <i>Impacts of Stress on Health</i>  <b>READ:</b> Ch. 16	February 27 <sup>th</sup> <i>Stress Management</i>  <b>READ:</b> Ch. 16
10	March 2 <sup>nd</sup> <i>Introduction to Clinical Psychology</i>  <b>READ:</b> Ch. 14  <b>DUE:</b> Quiz 8 (Sunday 3/1 on Canvas)	March 3 <sup>rd</sup> <i>Schizophrenia</i>  <b>READ:</b> Ch. 14	March 4 <sup>th</sup> <i>Schizophrenia</i>  <b>READ:</b> Ch. 14	March 5 <sup>th</sup> <i>Depression and Related Disorders</i>  <b>READ:</b> Ch. 14
11	March 9 <sup>th</sup> <i>Anxiety and Related Disorders</i>  <b>READ:</b> Ch. 14  <b>DUE:</b> Quiz 9 (Sunday 3/8 on Canvas)	March 10 <sup>th</sup> <i>Psycho-pharmacotherapy</i>  <b>READ:</b> Ch. 15	March 11 <sup>th</sup> <i>Non-Pharmacological Interventions</i>  <b>READ:</b> Ch. 15	March 12 <sup>th</sup> <i>Psychotherapy</i>  <b>READ:</b> Ch. 15
<b>“Finals” Week</b>				
12	We meet on the following days: <ul style="list-style-type: none"> <li>Monday March 16<sup>th</sup> <ul style="list-style-type: none"> <li>MythBusters Presentations</li> <li><b>DUE:</b> Quiz 10 (Sunday, March 15<sup>th</sup> on Canvas)</li> <li><b>DUE beginning of class:</b> MythBusters PPT</li> </ul> </li> <li>Friday March 20<sup>th</sup> <b>from 7:30am-9:20am</b> <ul style="list-style-type: none"> <li>MythBusters Presentations</li> </ul> </li> </ul>			

**\*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 conscience, 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 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](mailto: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.