

PSYC 202 Introduction to Physiological Psychology (5 Credits)

Winter Quarter 2020 – Item # 5436, Section HYA

Monday-Thursday: 11:30-12:20 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 one of my absolute favorite topics and areas of research: **physiological psychology** (also known as *biopsychology* or *behavioral neuroscience*)! I'm very 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 ins and outs of the biology of behavior (brains included), which will require us to learn *new* vocab, concepts, and theories every day. This may sound 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. Bring any questions to class or send them to me through email (Jennifer.Parada@bellevuecollege.edu).

Sincerely,
Jennifer Parada

Course Information

COURSE DESCRIPTION

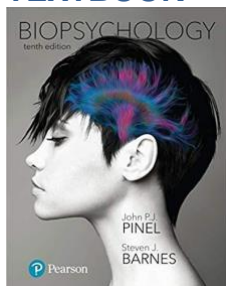
Introduces the physiological systems that underlie behavior with emphasis on the nervous system, sensory systems, endocrine system, and research methods unique to the field of physiological psychology. Fulfills natural science course requirement at BC. Recommended: PSYC& 100.

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

Accessing the textbook: In order to access the textbook, you must first create a Pearson Revel account (if you do not have one already) by clicking [HERE](#). After you have created an account, or if you already have one, please go to our Canvas course page and follow the directions under Step 3 of the “Getting Started” module. Once you follow these steps, you will have *immediate access* to the textbook!

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 due dates, materials related to class, and announcements will be posted and available through Canvas. 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 click [HERE](#).

LOCKDOWN BROWSER

- This course requires the use of LockDown Browser for online quizzes. Watch this video to get a basic understanding of LockDown Browser:
<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>
- Download and install LockDown Browser from this link:
<https://download.respondus.com/lockdown/download.php?id=391412077>
- Once Installed, launch the LockDown Browser, log into to Canvas, and navigate to the quiz – it's that simple!

Note: You won't be able to access quizzes that require LockDown Browser with a standard web browser. You will receive an error message that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the quiz to continue.

Several resources are available if you encounter problems with LockDown Browser:

1. The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar.
 - Use the "System & Network Check" to troubleshoot issues.
2. If you have problems downloading, installing, or taking a quiz with Respondus LockDown Browser, you may contact the Technology Service Desk.
3. Respondus has a Knowledge Base available from support.respondus.com.
 - Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as the product.
4. If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

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 11:30 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 respond to emails within 48 hours.
- d) 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.
- e) 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.
- f) 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 or 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. 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 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 Portfolio) 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 20th) 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 6th).

- 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 6th). 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 portfolio project.

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 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, fill-in-the-blank, 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 to take **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:

- 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!

- V. **Homework Assignments:** You will select a disease or disorder of the nervous system to investigate through homework assignments during the quarter. Each of these homework assignments will contribute a different piece of information for your portfolio project (See the next section). The assignments involve researching the *neurons*, *neurotransmitters*, *neuroanatomy*, *symptoms*, and *treatments* involved in your chosen disease or disorder of the nervous system. You will complete **4 out of 5** homework assignments; the first homework assignment is mandatory for everyone, but you get to pick the remaining 3 assignments. 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 and on the Tentative Course Schedule below.

- VI. **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.

- VII. **Check-in Assignment.** In order to support you on successfully navigating this course, 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 portfolio project. You may complete the check-in in one of two ways:
- 1) You may come to my office during student office hours or, if my office hours do not work for you, you can email me to set up a different time to meet. I ask that our visit is about 5 minutes long (although it may be longer).
 - 2) You can email me with an update on how everything is going as well as questions you may have.

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

1. *Is there anything you'd like to share with me about the structural components of the course (i.e., the lecture note handouts, practice quizzes, chapter quizzes)?*
2. *Tell me what has helped you navigate and complete your homework assignments.*
3. *Tell me what you have struggled with and what might be helpful when completing your homework assignments moving forward.*
4. *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 12th.

- 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 be speaking in class). These activities may include completion of an exit ticket, participating in think-pair-share, jigsaw activities, working on a case study, and small group discussions. There will be several participation activities every week adding up to 120 points by the end of the quarter.

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
4 out of 5 Homework Assignments	40 points each	160 points
Portfolio	102 points	102 points
Check-in Assignment	15 points	15 points
In-Class Participation	About 5 points per participation activity	120 points
TOTAL POINTS POSSIBLE	<i>592 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
1	December 30 th	December 31 st	January 1 st	January 2 nd <i>First day of class</i>
2	January 6 th <i>Intro to Physiological Psychology</i> READ: Ch. 1 DUE: Syllabus Quiz (in class); Introductory Survey (Sunday 1/5 on Canvas)	January 7 th <i>Evolution of the Human Brain + Neurons</i> READ: Ch. 2 & Ch. 3	January 8 th <i>Neurons</i> READ: Ch. 3	January 9 th <i>Neurons + Supporting Cells</i> READ: Ch. 3
3	January 13 th <i>Resting and Postsynaptic Potentials</i> READ: Ch. 4 DUE: Quiz 1 & Library Resources Module (Sunday 1/12 on Canvas)	January 14 th <i>Action Potentials</i> READ: Ch. 4	January 15 th <i>Synapses</i> READ: Ch. 4	January 16 th <i>Neurotransmitters</i> READ: Ch. 4

Unit 2:
Structures and Functions of the Nervous System

4	January 20 th NO CLASS DUE: Quiz 2 & HW Assignment 1 (Sunday 1/19 on Canvas)	January 21 st <i>Brain Basics + Neuroanatomy</i> READ: Ch. 3	January 22 nd <i>Neuroanatomy</i> READ: Ch. 3	January 23 rd <i>Peripheral Nervous System</i> READ: Ch. 3
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Unit 3:
Drugs and Behavior

5	January 27 th <i>Principles of Psychopharmacology</i> READ: Ch. 15 DUE: Quiz 3 & HW Assignment 2 (Sunday 1/26 on Canvas)	January 28 th <i>Drug Types</i> READ: Ch. 15	January 29 th <i>Drug Types + Drug Misuse</i> READ: Ch. 15	January 30 th <i>Reward Pathways</i> READ: Ch. 15
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Unit 4:
Survival and the Nervous System

6	February 3 rd <i>Digestion and Metabolism</i> READ: Ch. 12 DUE: Quiz 4 (Sunday 2/2 on Canvas)	February 4 th <i>Hunger and Satiety</i> READ: Ch. 12	February 5 th <i>Obesity</i> READ: Ch. 12	February 6 th <i>Obesity</i> READ: Ch. 12
7	February 10 th <i>Sleeping and Dreaming</i> READ: Ch. 14 DUE: Quiz 5 & HW Assignment 3 (Sunday 2/9 on Canvas)	February 11 th <i>Sleep Deprivation</i> READ: Ch. 14	February 12 th <i>Circadian Rhythms + Neurobio of Sleep</i> READ: Ch. 14	February 13 th <i>Sleep Disorders</i> READ: Ch. 14

8	February 17 th NO CLASS DUE: Quiz 6 (Sunday 2/16 on Canvas)	February 18 th <i>Types of Stressors and Responses to Stress</i> READ: Ch. 17	February 19 th <i>Psychoneuro-immunology</i> READ: Ch. 17	February 20 th <i>Stress and Health</i> READ: Ch. 17
Unit 5: When Things go Wrong in the Nervous System				
9	February 24 th <i>Tumors and Stroke</i> READ: Ch. 10 DUE: Quiz 7 & HW Assignment 4 (Sunday 2/23 on Canvas)	February 25 th <i>Concussions and Epilepsy</i> READ: Ch. 10	February 26 th <i>Parkinson's and Huntington's Disease</i> READ: Ch. 10	February 27 th <i>Alzheimer's Disease and Multiple Sclerosis</i> READ: Ch. 10
Unit 6: The Biology of Psychological Disorders				
10	March 2 nd <i>Depressive Disorders</i> READ: Ch. 18 DUE: Quiz 8 (Sunday 3/1 on Canvas)	March 3 rd <i>Depressive Disorder Treatments</i> READ: Ch. 18	March 4 th <i>Bipolar Disorder</i> READ: Ch. 18	March 5 th <i>Bipolar Disorder Treatments</i> READ: Ch. 18
11	March 9 th <i>Anxiety Disorders</i> READ: Ch. 18 DUE: Quiz 9 & HW Assignment 5 (Sunday 3/8 on Canvas)	March 10 th <i>Anxiety Disorder Treatments</i> READ: Ch. 18	March 11 th <i>Schizophrenia</i> READ: Ch. 18	March 12 th <i>Schizophrenia Treatments</i> READ: Ch. 18 DUE: Check-in Visit (last day to complete)
Finals Week				
12	We meet on the following days: <ul style="list-style-type: none"> Monday, March 16th <ul style="list-style-type: none"> Wrap-up Activities + Portfolio Prep DUE: Quiz 10 (Sunday, March 15th on Canvas) 			

	<ul style="list-style-type: none"> • Wednesday, March 18th from 11:30 am-1:20 pm <ul style="list-style-type: none"> ○ <i>Final Portfolio Reception</i> ○ DUE: Portfolio (in class) <p><i>Please submit any late assignments by Friday, March 20th</i></p>
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***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. 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.