

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

Spring Quarter 2020 – Item # 5411, Section HYL

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Dear Students,

Welcome to General Psychology! 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! I am very excited to guide you through the wonderful world of psychology this quarter. We will be learning a little bit about the history of psychology, research methods, the biology of behavior (my favorite!), human development, cognition, *and* clinical psychology. In addition to gaining all of this knowledge about the field, you will also be working on a project to investigate the accuracy of a common psychology claim. Please note that our class will be fully online this quarter. Though this may add unique challenges, remember that **you are not alone**. I'm here to help and will be continuously available. Get started by reading the remainder of the syllabus and email me any questions (Jennifer.Parada@bellevuecollege.edu).

Sincerely,  
Jennifer Parada

## Course Information

### COURSE DESCRIPTION

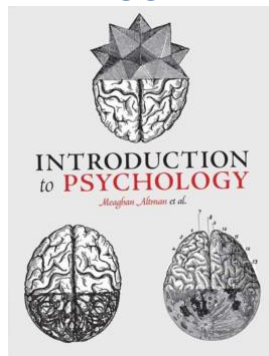
Presents methods, concepts, and principles of psychology. Topics include psychophysiology, sensation and perception, learning and memory, motivation, development, emotion, health, stress, personality, and abnormalities and their treatments.

### 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	Class Participation; Pop Quizzes; Assignment 3; "What the Psych?" Project Webpage
<b>CLO 2</b>	Describe psychology's content domains and areas of application to human behavior	Class Participation; Pop 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	Class Participation; Assignment 2; Assignment 3; "What the Psych?" Project Webpage
<b>CLO 4</b>	Apply critical thinking and ethical standards to evaluate assumptions, claims, and common	Class Participation; Assignment 1; Assignment 2; Assignment 3; "What the

	sense ideas about behavior	Psych?" Project Webpage
<b>CLO 5</b>	Apply psychological principles and findings to enhance interpersonal relationships at individual, community, national, and global levels	Class Participation; "What the Psych?" Project Webpage
<b>CLO 6</b>	Communicate effectively in written and/or oral formats in academic and professional life	Class Participation; Assignment 1; Assignment 2; Assignment 3; "What the Psych?" Project Webpage

## 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 to complete all content lessons. 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. You can also register by visiting our course website: <https://app.tophat.com/e/033868> The course Join Code is **033868**.

### Pricing:

- Top Hat access for the quarter is about \$30 (**select 4-month access option!**), plus about \$50 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 way of 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 classes to abide by basic professional etiquette. This etiquette includes, but is not limited to:

#### **Spring 2020 Online Expectations**

- a) Logging onto Canvas and Top Hat *several times per week* (i.e., a minimum for 4 times per week) and completing work in a timely manner. DO NOT cram an entire week's work into Sunday night. Not only will this increase your stress levels but it will result in lower quality work.
- b) Communicating electronically through Canvas or BC e-mail. I will not communicate about coursework or your grades through personal email accounts. I aim to answer emails within 24 hours.
- c) Keeping up with electronic communication. I regularly send out important course information through Canvas announcements (e.g., reminders, revisions, supplemental material). It is your responsibility to keep up with these updates.
- d) Being respectful to your classmates via online discussions. Any disrespectful language used towards your classmates will result in a zero on that particular participation assignment and further disciplinary action.
- e) Being 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 and Notetaking.** Although all coursework will be completed electronically this quarter, I **highly encourage** note-taking by hand. To aid with note-taking by hand, I provide guided note packets for all units in the course. You will access to electronic versions of these packets, which you can print or use as a way to guide your note taking. 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 (Spring 2020 Online Modification)***. It is expected that all online activities associated with lessons are completed by the due dates, ensuring continuous participation in the course (see **Class Participation** section under Course Assessments). Please note that class participation activities **cannot** be made up after the due date; activities will close and I will not reopen them unless it was missed because of an emergency or unforeseen circumstance.
- IV. ***Late Work Policy***. All quizzes and assignments (including the *What the Psych?* project) 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 June 12<sup>th</sup> at 11:59 pm 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. ***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. **Getting Started Module (15 points total) – Due Sunday, April 12<sup>th</sup> by 11:59 pm**  
The “Getting Started Module” on Canvas is composed of multiple steps, each intended to help you become familiar with the course, which is especially important since we will be online this quarter. I want you to use this module as a way to learn to navigate this course to maximize your success. The module contains 3 graded components.
  - Component 1: Introductory discussion board (worth 5 points)***. This discussion board will give you an opportunity to introduce yourself to the class, as well as getting to know a little bit about us too.
  - Component 2: Syllabus quiz (worth 10 points)***. This quiz will ask you about important course policies and procedures outlined in the syllabus. Your submission of this quiz indicates that you understand and agree with the policies and expectations of this course.
  - Component 3: Study Strategies (worth 10 points)***. This final component of the module will ask you to outline a preliminary plan to study for this course based on the resources provided through this module; it'll also serve as a place for you to ask any questions you still have about the course.
- II. **Pre-Assessment Quiz (5 points) – Due Monday, April 13<sup>th</sup> by 11:59 pm**  
The Psychology Department is interested in assessing the efficacy of our General Psychology courses. To do this, we have created pre- and post-assessments that we would like all PSYC 100 students to participate in. Please note that this assessment is graded based on completion, not accuracy. I do not expect you to know the answer to this pre-assessment because you haven't taken PSYC 100 yet.

III. ***Library Resources Module (30 points total) – Due Sunday, April 26<sup>th</sup> by 11:59 pm***

The purpose of doing this module is to learn the skills you will need to successfully complete the various components of your “What the Psych?” project.

These skills include:

- a. Knowing the difference between sources of information,
- 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 second week of class so that you are not rushing through it before it is due. The module should take about 30 minutes to complete.

IV. ***“What the Psych?” Project Preparation (100 points total) – Due dates vary; see Tentative Course Schedule***

Throughout the quarter, you will be investigating the logic and soundness behind a common psychology claim. The final product for this project is a webpage containing the different components you worked on throughout the quarter. You can communicate this information however you’d like on your webpage. The webpage will be part of a larger class website containing all of your classmates’ work. In order to progress toward this goal, I have broken up the project into several smaller, graded components that you will tackle one by one throughout the quarter.

***Component 1: Selecting a Claim (worth 10 points).*** This first component is intended for you to share with me which topics you are most interested in focusing on for this project. This will be a place for you to explore some topics by seeing what past students have done and hopefully selecting a claim or narrowing your list.

***Component 2: Check Point Assignment 1 (worth 30 points).*** The purpose of this first assignment is for you to investigate what information is currently out there about your topic, mainly through popular or scholarly sources (you’ll know more about what this means after completing the Library Resources Module). In other words, what information does the general public have access to regarding your claim?

***Component 3: Check Point Assignment 2 (worth 30 points).*** Through this second assignment, you will turn to actual psychology studies to evaluate whether your claim is supported by research or not.

***Component 4: Check Point Assignment 3 (worth 30 points).*** Through this last assignment, you will collect testimonies or data from family members or friends to evaluate their perceptions of your chosen claim and connect their responses to a psychology theory.

All assignments will be submitted on Canvas and will be checked for plagiarism through VeriCite. All instructions and due dates for the assignments are available on Canvas and on the Tentative Course Schedule below.

**Possible psychology claims include:** Adults cannot grow new brain cells; people are either left or right brained; we only use 10% of our brain; any claim about sex differences; learning styles; claims about intelligence; claims about memory (e.g., “photographic” memory, the accuracy of eyewitness testimonies); birth order; accuracy of lie detector tests; claims about violence (e.g., violence and video games, violence and mental illness), etc.

V. **“What the Psych?” Project Webpage & Reflection (100 points total)**

As mentioned, in order to showcase what you’ve learned throughout the quarter about the soundness or accuracy of a psychology claim, you are going to organize this information onto a webpage on a course website. The course website will already be built, and I will show everyone how to add to the website. Everyone’s webpage should be finalized by **Tuesday, June 16<sup>th</sup>**. In addition to designing your webpage, you will review two of your classmates’ webpages and submit a project reflection due by **Friday, June 19<sup>th</sup>**. The webpage and reflection are worth 50 points each. The evaluation criteria for the webpage and reflection are on Canvas.

VI. **Pop Quizzes (100 points total) – Due dates will vary**

There will be a few pop quizzes throughout the quarter. These timed, pop quizzes will test your knowledge of the assigned readings. The quizzes will be assigned on a Thursday and you will have until Sunday at 11:59 pm to submit the quiz via Canvas. Each of you will be *randomly assigned* a combination of multiple-choice, fill-in-the-blank, and/or open-response questions. The weeks in which we have a pop quiz, you will have the option of taking two practice quizzes to guide your studying. More information below.

**Practice Quizzes:** You will have the option of taking **two** practice quizzes before taking the actual pop quizzes. 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 **highly** 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 pop quiz, and
- c. To use this practice quiz as an additional opportunity to study and review material!

VII. **Class Participation (180 points total) – About 20 points per week**

Class participation is very important, as it will allow you to *apply* content you are learning from the textbook and lectures, and critically discuss content with classmates and myself. Class participation will be completed and tracked on Top Hat (you can keep track of your own progress through there). Participation points are earned in a variety of



ways, for example, answering multiple-choice, matching, or fill-in-the-blank questions after lectures or videos, participating in discussion boards (including both responding to content and asking questions), and completing reflection activities. Please note that the majority of participation activities are graded for completion AND accuracy; you'll be able to see this breakdown in Top Hat. Participation activities will add up to about 20 points per week with all activities are due via Top Hat by Sundays at 11:59 pm (***please do not wait until Sunday to complete a week's worth of activities!***)

VIII. **Post-Assessment Quiz (5 points) – Due Sunday, June 14<sup>th</sup> by 11:59 pm**

This is the post-assessment being administered by all Psychology Department faculty. Please note that this assessment is graded based on completion, not accuracy.

### COURSE EVALUATION

Activity	Point Allotment	Total
Introductory Discussion Board	5 points	5 points
Syllabus Quiz	10 points	10 points
Study Strategies Reflection	10 points	10 points
Library Resources Module	30 points	30 points
Pop Quizzes	Will vary	100 points
What the Psych? Selecting a Claim	10 points	10 points
What the Psych? Assignments	30 points each	90 points
What the Psych? Webpage and Reflection	100 points	100 points
Pre and Post-Assessment Quizzes	5 points each	10 points
Class Participation	Varies per week	180 points
<b>TOTAL POINTS POSSIBLE</b>	<b>545 points</b>	

### 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

<b>Unit Key</b>	
<b>Unit 1</b> – Introduction to Psychology and Research Methods (Ch. 1 & 2)	
<b>Unit 2</b> – The Biology of Behavior (Ch. 3)	
<b>Unit 3</b> – Learning and Memory (Ch. 7 & 8)	
<b>Unit 4</b> – Development across the Lifespan (Ch. 4)	
<b>Unit 5</b> – Clinical Psychology (Ch. 14 & 15)	

<b>Week</b>	<b>Topic(s)</b>	<b>Assigned Readings</b>	<b>Due Dates</b>
1	April 8-9: Introduction to the class	Material and resources on Canvas + Top Hat	
2	April 13-16: Intro to Psychology + Modern Approaches to the Field	Chapter 1	April 12 <sup>th</sup> – Getting Started Module  April 13 <sup>th</sup> – Pre-Assessment Quiz
3	April 20-23: Conducting Psychological Science	Chapter 2	April 20 <sup>th</sup> –Selecting a Claim
4	April 27-30: Cells of the Nervous System	Chapter 3	April 26 <sup>th</sup> – Library Resources Module
5	May 4-7: Structures and Functions of the Nervous System	Chapter 3	May 4 <sup>th</sup> – Check Point Assignment 1
6	May 11-14:  Learning	Chapter 7	
7	May 18-21: Memory	Chapter 8	May 18 <sup>th</sup> – Check Point Assignment 2
8	May 25-28: Infancy and Childhood Development	Chapter 4	
9	June 1-4: Adolescent and Adult Development	Chapter 4	June 1 <sup>st</sup> – Check Point Assignment 3
10	June 8-11: Intro to Clinical Psychology and Psychological Disorders	Chapter 14 & 15	
11	June 15-19: “What the Psych?” Projects		June 14 <sup>th</sup> – Post-Assessment Quiz  June 16 <sup>th</sup> – “What the Psych?” Webpage



**\*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 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.