

Hbgmnj GRAND VALLEY STATE UNIVERSITY

Child Development – PSY 301, Section 1

Instructor

Dr. Maouene

Class Times and Location

remotely

Office AuSable Hall, room 2213

Email: maouenej@gvsu.edu

Web: <http://www.gvsu.edu/psychology/josita-maouene-159.htm>

Lab: <http://www.maouene.info>

Office Phone: 616-331-3369

Teaching assistant: TBD

Pronouns:

Email:

OFFICE HOURS:

For virtual Office hour **on Zoom**

email me first!

On Bb, select “Virtual Office Hours” and then it will direct you to a zoom meeting room.

The old urls for BB on your computer and on your phone have changed: A new procedure for increased security has been created (multifactor authentication):

<https://services.gvsu.edu/TDCClient/60/Portal/KB/ArticleDet?ID=5303>

- **Blackboard Course site:**
<https://lms.gvsu.edu/>
- **Blackboard Student Mobile App:** Go to the app store. Download the Blackboard Student app. It will ask you to accept the conditions and go through a process of multifactor authentication.

Child Development

PSY 301/ 3 Credit Hours

This course focuses on the developmental changes that take place between conception and adolescence. We will cover several aspects of these changes including theories of development (why does it change), milestones of development in various domains (what changes) and a case study of the roots of aggressive behavior development with the book Ghosts from the Nursery. The approach to the course topics is scientific, with an emphasis on scientific observation and research finding in developmental psychology. An appreciation for cultural diversity is an integral part of this course and will be addressed in the lectures and video segments. Activities encompassing a journal, reading quizzes, discussion, reflections on Ghosts, are meant to develop your understanding of your own development and your curiosity about child development.

Offered Fall and Winter semesters. PSY 101 prerequisite.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies>

Required ebook, Software, Accounts, and Supplies

- 1) Ebook+ Launchpad (software)
- 2) Ghosts from the Nursery (book)
- 3) Blackboard account
- 4) Zoom account for Virtual office hours.

Below all the details

Ebook + Launchpad

Textbook is **an ebook** (Six-Months Access) entitled "How Children Develop" (2020) by Siegler, Saffran, Eisenberg, Deloache, Gershoff, & Campbell, Worth, **Sixth Edition. It is integrated in the software called Launchpad**, a portal that accompanies the ebook, with questions on your reading, activities with video clips, and quizzes. Go to:

<https://www.macmillanhigherred.com/launchpad/siegler6e/20233968>

So your class ID is 20233968

- Bookmark the page to make it easy to return to (although note that the URL will look different due to security measures).
- Enroll in this course using one of the following options:
If you have an access code (from the bookstore), select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.
If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.
If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions.
- **You can use these for free for a 14-day grace period. It will keep all you have done in terms of activities during these 14 days**
Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.
If you have problems registering, purchasing, or logging in, please [contact Customer Support](#).
You can reach a representative 7 days a week:
 - through the online form
 - by chat
 - by phone at (800) 936-6899

SPECIFICS TO THE DELIVERY OF THE COURSE

Methods of Instruction: In Blackboard 10 lectures with integrated video clips (last 5 weeks only), journal entries, discussion threads, questions and reflections on a book called Ghosts from the Nursery. In Launchpad, different activities to support your reading such as vocabulary check called learning curves, interactive videoclips, quizzes. We will use a continuous assessment method. That means no exams but regular quizzes in Launchpad for the first ten weeks only.

SPECIFICS TO THE DELIVERY OF THE COURSE

This class uses a remote format which means we will never meet in-class, unless you want to see me for office hours.

If you are new to online learning, check:

<https://www.gvsu.edu/online/what-to-expect-from-an-online-or-hybrid-7.htm>

and

<https://www.gvsu.edu/online/are-you-ready-for-online-learning-5.htm>

and

<https://www.gvsu.edu/online/essential-skills-for-online-learning-14.htm>

COMMUNICATION

- 1. All official Grand Valley State University email goes to your student (Gmail) account, including any email sent from Blackboard. I will send email through Blackboard, so it is very important that you check your GVSU Gmail account on a regular basis. Many times, I will send reminders, tips and general FYI information as an e-mail message. Likewise, I would also expect that you check our Blackboard class site on a regular basis (4+ times per week).
- 2. Email sent from Blackboard includes the course number. When sending me an email message that does not originate in Blackboard, *please indicate the course number in the subject line and sign your name within the body of the message*, so that I know with whom I am corresponding. If it is an urgent message, please also include the words “help” in the subject line. Based on the sheer volume of email I receive every day, this will help me to give priority to urgent messages from my students.
- During the workweek (Monday – Friday) I will check my email several times between the hours of 9- 5. You will receive a response within 24-hours (and usually much quicker.)
- I often check my email at least once during the week-end, and reserve the right to limit my email access. Therefore, please do not expect that I will return email messages on the weekend.
- Depending on when you send your message, it may be Monday before you hear back from me.

Structure of the class

The whole session is divided in **three units of 5 weeks each**:

UNIT 1: Theories and Methods, concepts chapters 1, 4 (partial), 9 (partial);

UNIT 2: Milestones of development from conception to adolescence, concepts chap. 2 (partial), 5, 14 (partial), 11 (partial);

UNIT 3: Ghosts from the Nursery, chapters 1-9.

The class is organized around weekly modules including the weekly assignments (15 of them). The deadline for the weekly requirements is set at Sunday 11.59 pm. There is a grace period of one day.

Each module has approximately the same structure:

- 1) Learning objectives
- 2) Module requirements

- 3a) Journal entries (7 throughout the 15 weeks)
- 3b) Discussion forum posts (6 throughout the 15 weeks)
- 3c) Q & R on Ghosts through blackboard (9 for 5 last weeks)

Requirements

All the weekly list of Assignments can be found under “weekly learning modules” in Bb (there is also a schedule on Launchpad for some of the assignments).

In Blackboard

- **1. Journal entries:** The semester long project is a Developmental (Auto)biography or DAP. It consists of a series of journal entries, of 350-500 words. You find the assignment under Bb, “Weekly Learning Modules”. It is a link. **You have two possibilities to upload your entry: either you type directly in the submission box or you write your entry on a word doc and you upload it through the browser button.**

It is a reflection on your development from 0 to 18, with an integration of **5 concepts** of your choice based on the topic of the week (except for the first week where five concepts are given to you). You will be asked to report anecdotes, memories on different milestones of your development or that of a person you care for, if you do not have the possibility to ask for information on your prenatal development all the way through your identity development. Two attempts at uploading. Each journal is worth 10 pts. **7 journals** so 70 pts.

- **1 point will be deducted** if the word count is missing at the end of your journal entry.
- If you forget to highlight or bold or CAPITALIZE the 5 concepts, a zero will be entered until you reupload the journal entry following the required format.
- If you don’t follow the instructions, **deduction of 25%**.
- They are due by Sunday midnight. Monday is a grace day. **Catch up possible during Spring break week and final week after emailing professor to explain situation (~valid excuse), 25% deduction maximum.**

- **2. Forum Discussion:**

There will be six of those. worth 10 pts each. A total of **60 pts**

- Every time you have a discussion activity throughout the semester, you will need to create one **forum question** that you have about development (it can be on the material or anything you are wondering about).
- The goals are to work on your curiosity, develop your scientific habit to reference your writing, and get a sense of the interests others have to create a social presence for this online remote class.
- This question in the forum needs to show some elaboration (a 150-words or more with a link to either a scientific publication, a book or an institutional webpage) and answer one question from your peer with some elaboration too (150) words or more, it can be also a comment, with a link to either a scientific publication, a book or an institutional webpage).
- For a model for the first week 1, I contributed with one forum question on the development of race as a social construct in children. If you answer to this forum question, this will count a post to a peer!
- 1 forum question= 5pts, if a reference is missing, 50% deduction.

- 1 thread to a peer question (can be a comment too) = 5pts, if a reference is missing, 50% deduction.
- Due Sunday midnight. Monday is a grace period. It will say late but Bb will let you do it.

3. For the last 5 weeks (unit 3)

- **Reading** the book “Ghosts from the Nursery”, 2 chapters per week.
- Click on the link 'Chap.x Q & R', download the doc called '10 Question Chap. x on Ghosts + notes ', type your answers on the word doc attached and reupload it.
- On the questionnaire word doc, write five pieces of information on Jeffrey's story (pages in italics at the beginning of each chapter), worth **5 pts** and write one paragraph, total 250 words per chapter, reporting your reflections on that particular chapter (worth **2.5pts**)
- Answering 5 questions out of 10 proposed per chapter, chap.1 through 9 (worth **2.5 pts**).
- Each assignment is worth 10 pts. Total **90 pts**.
- You have to use **your own words for each part of the assignment**, you cannot copy from the book (otherwise it is plagiarism).
- You have 2 attempts.
- They are due by Sunday midnight. Monday is a grace period. **Catch up possible during final week after emailing professor to explain the situation** (~valid excuse). **Deduction of 25% max.**

In Launchpad

For the first 10 weeks (units 1 and 2)

- **Study the Concepts:** You find those in the ebook at the end of each chapter after the summary and the self-test of “How children develop”. Pages are indicated in the schedule of the syllabus and also under the Bb tab “Weekly Learning Module” - Requirements”.

1. Learning curves

This is an activity that is helping you with the assigned reading for the week. It tests your knowledge of the key words of a particular chapter (these are found at the end of each chapter summary). It is worth **5 pts** upon completion. You can also do it without point if you want to rehearse the key terms you need to know for the quizzes. You can go beyond the target number of points. 12 learning curves total: **60 pts**.

2. Quizzes

Quizzes will happen at set times, there will be 2 for unit 1 and 2 for unit 2. No quiz for unit 3. 25 multiple choice questions worth 25 pts. Total **100 pts**. Two attempts with average of the two grades.

They will open at 6 am on Monday after the Sunday due Date and will be closed Monday by midnight.

Assessment system

Item	Number	Points	Total
Learning curves in Launchpad	12	5	60
Quizzes in Launchpad	4	25	100
Journal entries in Bb	7	10	70
Forum discussion board in Bb (1 question, 1 answer/comment)	6	10	60
Questions and reflections on Ghosts in Bb	9	10	90

TOTAL: 380 pts

- Expect a minimum time commitment of SIX hours each week to complete reading assignments and concept learning, activities and quizzes.

Your grade will be determined using the standard campus grading scale shown below:

94 – 100% A	80 – 83.99% B-	66 – 69.99% D+
90 – 93.99 % A-	77 – 79.99% C+	60 – 66.99% D
87 – 89.99% B+	74 – 76.99% C	<60% F
84– 86.99% B	70 – 73.99% C-	

Note: At end of the semester, no round up to the next grade is to be expected if students have not taken the opportunity offered with the extra credits.

Date **Topic** **Assignments due that week by Sunday midnight unless otherwise stipulated. Monday is a grace period for the assignments.**

UNIT 1: What is development?
Historical foundations
Themes
Methods and Theories

Week 1 **Introduction chap. 1 part I**

Aug 29 -Sep 2 First day of class screen tours
 On Blackboard and on Launchpad

Intro chapter 1.1 Why study development?
 1.2 Historical Foundations
 1.3 Enduring Themes

Due Sunday Sept. 4
 ebook chap. 1 pp. 2-23. Study the key terms p. 39. **Learning curves 1a**

Bb ONE (Sept 4) : one forum question post and one answer to a peer (thread) (10 pts)

+ Bb Journal 1 week 1(10pts)

Week 2 **Introduction chap. 1 part II**

Due Sunday Sep 11

Sep 5-
Sep 7

LABOR DAY

Intro chap. 1.4 Research Methods in
Development

ebook chap. 1
pp. 24-36. Study the key terms p. 39 +
**Learning Curves 1b + Bb Journal 2
week 2**

**Study for Quiz # 1 chap.1 /25
questions 25 min
Quiz opens Monday Sept. 12 from
6am, closes at midnight.**

Week 3
Sep 12-16

Theories of Cognitive development chap. 4

Chap. 4.1 The precursor Piaget

Due Sunday Sep 18
ebook chap. 4
pp. 120-130. Study the key terms pp.
161 **Learning curves 4a+**
**BB TWO (Sept 18) : one forum
question post and one answer to a
peer (thread) (10 pts)**

Week 4
Sep 19-23

Theories of cognitive development chap. 4

4. 2 Information processing approach
4. 4 Sociocultural Theories
4.5 Dynamic systems Theories

Due Sunday Sep 25
ebook chap. 4 pp. 131-140 and 144-148
and 149-153.
Study the key terms pp. 155
Learning curves 4b

**Study for Quiz # 2 chap.4 /25
questions 25 min
Quiz opens Monday Sept. 26 from
6am, closes at midnight.**

Week 5
Sep 26- 30

Theories of Social development chap. 9

**Chap. 9 b The behaviorists and Learning
Theories**
Watson, Skinner
The Social cognitivists: Bandura, Selman,
Dodge, Dweck

Due Sunday: Oct. 2
ebook chap. 9
pp. 322-325 and 326-332 Study the key
terms pp. 349. **Learning curves 9b +**

ebook chap. 9
pp. 333-348. Study the key terms p.349

+ **Learning curves 9c**

Chap. 9c The Ecological theories:
Bronfenbrenner

**Bb Three (Oct 2) : one forum
question post and one answer to a
peer (thread) (10 pts)**

UNIT TWO MILESTONES CONCEPTION- ADOLESCENCE

Week 6

Milestones I: Prenatal development, birth and the Newborn The active fetus

Due Sunday Oct. 9

Oct 3-7	Pre-natal development Birth and the Newborn	ebook chap. 2 pp.41-53. Study the key terms pp. 75+ learning curves 2a ebook chap. 2 pp. 63-65 and pp.66-73. Study the key terms pp. 75 + learning curves 2b
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Study for Quiz # 3 chap.2 partial /25 questions 25 min
Quiz opens Monday Oct.10 from 6am, closes at midnight.
(leave out the hazards, we'll study them in Ghosts).

Week 7	Milestones II: Infancy or learning by perceiving, feeling and doing	Due Sunday Oct 16
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Oct 10-14	Chap. 5 a Infant perception	ebook chap.5 pp.160-175. Study the key terms pp. 213 + learning Curves 5a Bb Four (Oct 16) : one forum question post and one answer to a peer (thread) (10 pts)
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Week 8	Infancy II	Due Sunday Oct 23
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Oct 17-21	Chap. 5 b Infant Motor development and Learning	ebook chap. 5 pp.189-198. And 198-213. Study the key terms pp. 213 + Learning curves 5b
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Week 9	Milestones III: Middle childhood Moral development Drop with a "W" Grade Deadline Oct 28	Sunday Oct 30
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Oct 24-28	FALL BREAK Chap. 5 Moral judgement (cognition) With Piaget and Kohlberg Social domain (Turiel) The development of conscience	ebook chap.14 (partial) pp. 490 - 502. Study the key terms in those pages Learning curves 14a +
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Journal 3 week 9

Week 10	Milestones IV: Adolescence and the Self and Identity development	Due Sunday Nov 6
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Oct 31-Nov 4	The self in adolescents Identity of adolescents (Marcia) Ethnic and racial Identity Sexual Identity	ebook chap. 11 (partial) p.401-420. Study the key terms in those pages. Leave out attachment, we will study this in Ghosts. Learning Curves 11b +
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Journal 4 week 10

Study for Quizzes # 4 chap.5, 14 (partial) and 11 (partial) /25 questions 25 min
 Quiz opens Monday Nov. 7 from 6am, closes at midnight.

UNIT THREE**The factors correlated with violent behavior Development****CASE STUDY :****"Ghosts from the Nursery"**

A case of
 Violent behavior
 Development

Week 11

Nov 7-11 Lecture slides on Intro to Ghosts (lesson 1) and "Early brain anatomy" (lesson 2)

Ghosts chap. 1 + 5 Questions and Reflections (Q&R)

Ghosts chap. 2 + 5 Q&R

Bb Five (Nov. 13) one forum question post and one answer to a peer (thread) (10 pts)

Week 12

Nov 14-18 Exposure to teratogens and malnutrition (lesson3) and Adverse experiences in the womb and at birth (lesson 4)

Ghosts chap. 3 + 5 Q&R

Ghosts chap. 4 + Q&R

Journal 5 week 12Week 13 **THANKSGIVING NOV 24-28**

Nov 21 The disruptive behaviors disorders: ADHD and OCD and CD disorders

Ghosts chap. 5+ 5 Q&R

Bb Six (Nov 27): one forum question post and one answer to a peer (thread) (10 pts)

Week 14

Nov 28-Dec 2

Temperament and the impact of trauma (lessons 5, 6 and 7)

Ghosts chap. 6+ 5 Q&R

Ghosts chap. 7+ 5 Q&R **+ Journal 6 week 14**

Week 15

Dec 5-9	Early emotional deprivation, parenting and Attachment (Lessons 8, 9, 10)	Ghosts chap. 8+ 5 Q&R
	The role of the father	Ghosts chap. 9+ 5 Q&R

Journal 7 week 14

Week 16 No finals

Grand Valley maintains a Religious Inclusion Policy ([PC 9.6](#)) that commits the university to accommodate religious and faith observances and holidays for students, faculty and staff members. Please let me know as soon as possible if I need to make arrangements.

Required Technology

Besides Blackboard (Bb), you must also have access to the following:

- If you are not familiar with Blackboard: <https://www.gvsu.edu/elearn/help/blackboard-student-help-2.htm>
- High-speed internet access
- Computer with sound card and speakers (in order to watch videos); operating system that meets current Blackboard browser requirements.
- Microsoft Word & a program that reads pdf file
- Video camera & microphone (built into computer or external); an iPad, iPhone, or Android device may suffice
- A more complete list of technology : <https://www.gvsu.edu/online/technology-requirements-for-onlinehybrid-courses-8.htm>

If you do *not* have access to the technology you need for this course (or your other courses), please contact the financial aid office ASAP as there are some university resources available to assist you: <https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm>

Pdf, word

- You will need to be able to open PDF files and can find links to download this from the “Online Orientation” (<http://www.gvsu.edu/online>) or from the GVSU IT website.
- The standard GVSU word processing program is Word, and that is what I will use. Word documents in the course site are as posted as .docx or .doc.
- If this is not compatible for what you have access to, please let me know. I prefer documents submitted to me as Word documents, and will not accept incompatible programs (if you are unsure, please save your document as rich text format (.rtf) or send me a “test” document to make sure that we are compatible. Contact me if you have any questions or concerns.

As a GVSU student, you have access to Microsoft Office 365 for free. You will find the information on how to access this at <https://www.gvsu.edu/it/gvsu-softwarehardwareapps-69.htm>

- Contact me if you have any questions or concerns.

Class Policies

GVSU Email and Course Communications

Students are responsible for all communications sent via Blackboard and to their GVSU email accounts. [GVSU student email](#) can be accessed by visiting: mail.gvsu.edu and [Blackboard](#) at: mybb.gvsu.edu

Social Media, Cloud Accounts, and Privacy

As an emerging professional, your online persona and “personal brand” is important.

Under [FERPA](#) (www.gvsu.edu/registrar/ferpa-access-to-student-records-21.htm), as a student, your educational records are considered confidential. If you have any concerns about privacy, please contact the instructor immediately. Also please note that all course communications will fall under the Student Code of Conduct and Academic Integrity policies referenced below.

Grades

Scores are posted in Blackboard as soon as possible after the due date. To see scores and detailed grading feedback, click “My Grades” from the Blackboard course main navigation. Some percentage scores are posted on Launchpad and transferred to BB.

Assignments and Assessments

Each student is required to complete all learning activities by the due date deadline, as indicated in the syllabus and in the Launchpad calendar.

No assignments are accepted via email, unless discussed otherwise with the professor.

There are [several available computer labs](#) (gvsu.edu/it/lab-hours-66.htm) available for you to complete course work. Note: GVSU Lab Assistants are not tutors, however, they are available to help with lab computer issues. Your instructor is available to help with assignment questions.

University Policies

Registrar - Last Day to Drop

Last day to drop with a “W” is **October 28**. Students must initiate drop through [Registrar](#) (gvsu.edu/registrar/course-withdrawals-6.htm).

Incomplete: Under special circumstances, a grade of Incomplete (I) can be granted. See me as soon as possible to arrange this, and to provide me with written documentation of why the course could not be completed. Note that an Incomplete grade must be completed by the end of the next academic semester, or is automatically converted to an F. An Incomplete will not be given for falling behind in the course or wanting to repeat the course for a better grade.

Disability Support Resources

If you need accommodations because of a learning, physical, or other disability, please contact your instructor and [Disability Support Resources](http://gvsu.edu/dsr/) (gvsu.edu/dsr/) at 616.331.2490.

[Assistive technology computers](http://gvsu.edu/dsr/accessible-computer-labs-68.htm) are available in many GVSU computer labs (gvsu.edu/dsr/accessible-computer-labs-68.htm). Also, Blackboard has a [commitment to accessibility statement](http://blackboard.com/accessibility.aspx) (blackboard.com/accessibility.aspx) providing information about accessibility in all of their products.

Student Code of Conduct

[Standards of conduct](http://www.gvsu.edu/conduct/) <http://www.gvsu.edu/conduct/> are established in order to generate an atmosphere in which the goals and objectives of the institution can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others. Individuals attending GVSU automatically place themselves under the applicable rules and regulations of the institution.

Accommodations for Non Native Speakers of English

If there is any student in this class who is in the process of learning English as a second language, please contact Dr. Maouene so that she can develop a plan to support your learning.

Respect

Communication with your instructor is good. Communicating with other members of the class is good. We will maintain a respectful atmosphere online for all scholars regardless age, gender, sexual orientation, ethnicity, disabilities. If you experience a lack of respect at any point, please contact your professor.

Academic Integrity

All course assignments, learning activities, and assessments, are to be authored and completed individually, by the student themselves. Failure to be able to correctly cite, explain and defend your submissions is an indication that it is not your work. While assisting another student in learning is part of the academic process, completing the assigned work as a team or group effort (with the exception of group projects as assigned by the instructor) is not allowed and will be considered Academic Dishonesty. No Academic Dishonesty will be tolerated and such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Grand Valley. For further information see the Student Code, and the consequences include penalties established by [GVSU's Academic Integrity](http://gvsu.edu/conduct/academic-integrity-14.htm) policy (gvsu.edu/conduct/academic-integrity-14.htm).

Campus Emergencies

In case of fire, immediately proceed to the nearest exit during a fire alarm. Use a staircase, not an elevator. To sign up for campus emergency alerts and to access more information, please visit the [GVSU Emergency website](http://gvsu.edu/emergency) (gvsu.edu/emergency).

Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and Your professor can develop a plan to assist you.

Learning Resources

See the “Help & Support” section of Blackboard for help with using Blackboard; a link to the Blackboard Student Mobile App and Blackboard IM; GVSU computer lab hours and locations; [GVSU IT HelpDesk](http://gvsu.edu/it/helpdesk/) (gvsu.edu/it/helpdesk/); accessibility and [Disability Support Resources](http://gvsu.edu/dsr/) (gvsu.edu/dsr/).

A link to RETENTION RESOURCES in blackboard with the different support services available to students will be there all semester.

Meijer Writing Center: To assist you with any writing project, at any stage of your writing process. The center's well-trained peer consultants can help you to brainstorm ideas, organize content, integrate research, polish a draft, and correctly document sources. Make an appointment or visit during drop-in hours. Visit <http://www.gvsu.edu/wc/> or Call 331-2922.

SASC Tutoring Center: Need help understanding your course content or writing a paper? Want to learn more efficient study strategies? SASC Tutoring Center can assist with most courses and academic writing assignments. Visit <http://www.gvsu.edu/tc/> for the most current information on services, hours, and locations.

Changes to the Syllabus

The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes in class, through a Blackboard announcement or email.

Event	Date
Convocation	August 24
Classes Begin	August 29
Credit/No Credit Deadline	September 2 by 5:00 pm
Last day to Add, Register, or Pay	September 2 by 5:00 pm
100% Tuition Refund Deadline	September 2 by 5:00 pm
Labor Day Recess	September 4-5
75% Tuition Refund Deadline	September 23 by 5:00 pm
Mid-term Evaluations	October 10-14

Event	Date
Mid-term Grades Due from Faculty	October 18 by 12:00 pm
Mid-term Grades Available to Students	October 20
Fall Break	October 23-25
Withdraw with a "W" Grade Deadline	October 28
Thanksgiving Recess	November 23-27
Classes End and Commencement	December 10
Examination Week	December 12-17
Semester Ends	December 17
Grades Due from Faculty	December 20 by 12:00 pm
Grades Available to Students	December 22

The posted refund deadlines apply to courses that meet the entire semester/session. Classes that meet for only part of the session/semester have different refund deadlines. Those refund deadlines can be found by using the [searchable course schedule](#) or by contacting the Registrar's Office at (616) 331-3327 or email regdept@gvsu.edu. For any course, the credit/no credit deadline is the same as the 100% tuition refund deadline for that course.

Tuition refunds are based on the difference between the amount paid and the amount due for credits remaining after courses are dropped. The block tuition rate may result in a smaller or no refund being available for dropping a course. The [Tuition Refund Calculation page](#) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](#) for past and future semester dates and a printer-friendly version of the registration calendar.

Grand Valley State University offers students the ability to take [15 credits for the same cost as 12 credits](#).