# GRAND VALLEY STATE UNIVERSITY

# Infancy and Early Childhood Development – PSY 305

**Instructor**

**Dr. Maouene** **Class Times and Location**

N/A

Office AuSable Hall, room 2213 FORMAT: OL ASYNCHRONOUS

**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:** Alyssa Cline

**Email:** [clinea@mail.gvsu.edu](mailto:clinea@mail.gvsu.edu)

**OFFICE HOURS:**

**In person: Drop in** MW 12 to 12:50 am

or by appointment

For virtual Office hour on Blackboard (hereafter Bb)

email me first!

On Bb select “Virtual Office Hours” and then you will join a zoom meeting.

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/TDClient/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 app. It will ask you to accept the conditions and go through a process of multifactor authentication.

**Child Development**  
PSY 305/ 3 Credit Hours

**Offered Fall and Winter semesters. PSY 101 prerequisite.**

**This course is subject to the GVSU policies listed at** [**http://www.gvsu.edu/coursepolicies**](http://www.gvsu.edu/coursepolicies)

**COURSE DESCRIPTION**

The course examines development during infancy and early childhood across a variety of domains such as physical development and health, cognition, social interaction and emotions. It examines heredity and environment, contexts, prenatal development to provide an understanding of the continuity between these those different periods of development. Perspectives on Cultures and diversity are integral to this class. Upon successful completion of this course students will be able to (a) describe general issues and findings in infant development (b) critically evaluate research, concepts and theories in the field, and (c) apply these findings to online observations of children, and in weekly journal entries.

**COMMON OBJECTIVES**

Upon successful completion of this course students will be able to:

* Demonstrate an understanding of the basic concepts and theoretical perspectives that direct the field of developmental psychology, particularly with respect to infancy and early childhood development.
* Describe, and think critically about, changes within the developing individual from conception through infancy and early childhood (the first 6 years of life including prenatal development up to age 6).
* Discuss both traditional and current explanations for trends in infant and young children’s physical, cognitive, and social/emotional growth.
* Understand the scientific method and apply it to the understanding of infant/child behavior and development.
* Apply and create knowledge regarding child development to both observations of children and to interactions with children.

**Required ebook and platforms**

* 1) Bundle Ebook & a web platform called **Connect**: Martorell, CHILD, (2 ed., 2020) MacGraw Hill.

Through the GVSU SAVE program. You will be charged for the course materials via your GVSU student account and a “GVSU SAVE Charge” will appear on your student bill. Your material is readily available through Bb. No need to go to the bookstore anymore!)

* The path:

1. **click on the Ebook and Connect Access link in the Bb menu then 2)click on the ‘Go to My Connect**

**Section’**

Graphical user interface, text, application, email

Description automatically generated

**Then 3) Register!**

Graphical user interface, text, application, chat or text message

Description automatically generated

**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.

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**SPECIFICS TO THE DELIVERY OF THE COURSE**

**MODE OF INSTRUCTION:**

ON-LINE ASYNCHRONOUS.

Unlike in a traditional in-seat class, you won't have a specific time and place to "meet".

You will use blackboard as your classroom, and when you log-in, you may be the only one to access the course site at that time - or you may not know if anyone else is also logged-in. if you are new to online learning, this may feel strange at first, but you'll soon realize that it's one of the advantages of taking an online course: most of the time, you can access the course materials and discussion when it is convenient to you during the week. however, they are due dates weekly!  Online learning provides for flexible scheduling within the week.

* “An on-line course is not a correspondence course, designed to be a self-paced independent study. In on-line courses, students still have course reading expectations, assignments with due dates, and interact with faculty and classmates”.
* Vital to success in an online course is your ability to be an independent learner. You will need to be **self-disciplined, self-motivated,**very **organized**, and have good **time management** skills, so that you keep up and stay engaged”.

**Structure of the class**

It is organized around weekly modules (15 of them) called **'Weekly Learning Modules (Assignments**)' on Bb. There will be no recorded lectures no slides of mine (but ebook slides available in Connect and attached on Bb, as well as recorded sections of the ebook in Connect. Video clips of children of different ages in Connect too). My role is to make sure that the way you apply the concepts in your journal entries with personal examples is meaningful and that you support your discussion posts with scientific evidence. There will be continuous evaluation each week. No midterm or final but a weekly review of the material through Connect.

Each module has the following structure:

Learning objectives

Module requirements

Connect assignments including Smartbook and Review/practice

Journaling

Discussion posts

**Requirements**

**All the Assignments can be accessed through Bb under “Weekly Learning Modules (Assignments)”.**

**Assignments**

Each weekly module includes reading the ebook and weekly reading, weekly reviews/activities on Connect, weekly posts on the discussion board and weekly journal entry. The deadline for the weekly assignments is set at Sunday 11.59pm.

Monday is a grace period, which means that if something unexpected occurred during the week-end, you can do your homework on Monday without any deduction of points. After that I apply the rule of a max of 20% of deduction for lateness.

**Review Practice (Connect):** Includes activities, observations on children, MCQ. The number of

questions and activities varies between 18 and 50. The questions are more

application questions, some based on video clips. They require a deeper

understanding. A total of 339 pts over 13 weeks or 66% of the final grade. It is

considered practice, time is not limited and you have 2 attempts.

Check the rules in Connect.

**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 (assignments)”. 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 5, with the integration of **5 concepts** of your choice based on the cocnepts of the week. You will be asked to report anecdotes, memories on different milestones of your development or that of a person you care for. Two attempts at uploading. Each journal is worth 10 pts. **9 journals** so 90 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 15%.**
* 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), 20% deduction maximum.**
* **2. Forum Discussion:**

There will be eight of those. Worth 10 pts each. A total of **80 pts**

* Every time you have a discussion activity throughout the semester, you will need to create one **forum question** that you have about early childhood 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 (150 words or more, specify the word count in the post) with a link to either a scientific publication, a book or an institutional webpage) and **report of the main results to support your argument.** The answer/comment to your peer needs also some elaboration (150 words or more) and main findings from source, with a link to either a scientific publication, a book or an institutional webpage), also include the word count.
* 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.

### **Make up**

* If you should have a legitimate reason for missing the weekly Practice and Review on Connect, please email me.

### **Keeping up the pace**

* Students are responsible for material, announcements, and learning activities. You can communicate with classmates electronically via email in Bb. It is a good idea to create working groups online!

**Grade distribution**

| **Item** | **Number** | **Percent** | **Total** |
| --- | --- | --- | --- |
| Discussion Board, worth 10 pts for 2 posts | 8 | ~16% | 80 |
| Orientation in connect | 1 | 1% | 5 |
| Review practice, variable amount of pts from 18 to 49 pts | 13 | ~ 66 % | 339 |
| Journaling Project, worth 10 pts each post | 9 | ~18% | 90 |
| **Total** |  |  | **514** |

**Grading scheme**

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

94 – 100% A 80 – 83.99%B- 67 – 69.99% D+

90 – 93.99 % A- 77 – 79.99% C+ 60 – 66.99% D

87 – 89.99% B+ 74– 76.99% <60% F

84– 86.99% B 70 – 73.99% C-

* 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>

**WEEKLY SCHEDULE**

All work is due by Sunday midnight (11.59 pm) of the week it was assigned. Monday is a grace period.

|  |  |  |  |
| --- | --- | --- | --- |
| **DATES** | **TOPICS** | | **ASSIGNMENTS DUE EACH WEEK** |
| **Week 1**  Jan 9-13 | **Module week 1 “GETTING ACQUAINTED WEEK”**   * Register for the ebook and Connect   on Bb   * Check the **Begin here** link on Bb * Read **syllabus** on Bb * Check Blackboard tabs | | 1. **Orientation on Connect** |
|  | **Go on your weekly module tab in BB, click on week 1. Go through the whole module: Check the module requirements, do the Connect Orientation, the Discussion posts and the Journaling week 1 assignments on Bb** | | 1. Journal 1 week 1 : Influences and continuity and discontinuity theme in development. 2. **Post your week 1 discussion posts (#1)** |
| **Week 2** | **Module week 2 WHAT IS DEVELOPMENT, INFLUENCES, ISSUES** | |  |
| Jan 16-20 | MLK DAY | |  |
|  | CHAP. 1 **INTRODUCTION**  THE STUDY OF CHILD DEVELOPMENT  INFLUENCES ON DEVELOPMENT  ISSUES IN DEVELOPMENT | 1. Read with Connect Smartbook week 2 chap. 1 p. 1-11 2. Connect Review Practice week 2 chap. 1 p. 12-22 3. **Post your week 2 discussion posts (#2)** | |
| **Week 3**  Jan 23-27 | **Module week 3 THEORIES OF DEVELOPMENT**  CHAP. 1 THEORIES OF CHILD DEVELOPMENT | 1. Read with Connect Smartbook week 3 chap. 1 p. 12-23 2. Connect Review Practice week 3 chap. 1 p. 12-23 3. **Post your week 3 discussion posts (#3)** | |
| **Week 4** | **RESEARCH METHODS** | |  |
| Jan 30-Feb 3 | CHAP.1  RESEARCH METHODS | | 1)Read with Connect Smartbook chap.1 week 4 Research Methods p. 23-28 |
|  |  | | 2)Connect Review Practice week 4 chap. 1 p. 23-28  3)Journal 2 week 4: Report of a question you have on  your early development. Find an article that is connected with that. Analyze the article with research methods concepts. Upload the abstract. |
| **Week 5** | **CONCEPTION, HEREDITY AND ENVIRONMENT** | |  |
| Feb 6-10 | CHAP. 2  CONCEPTION, HEREDITY AND ENVIRONMENT | | 1)Read with Connect Smartbook week 5 chap. 2 p. 33-51 |
|  |  | | 2)Connect Review Practice week 5 chap. 2 p. 33-51  3)Journal 3 week 5: report examples of genotype-environment correlation growing up: active, passive, reactive, and non shared environmental effects if you have siblings.  **4)Post your week 5 discussion posts (# 4)** |
|  |  | |  |
| **Week 6** | **PREGNANCY AND PRENATAL DEVELOPMENT** | |  |
| Feb 13-17 | CHAPTER 3  PREGNANCY AND PRENATAL DEVELOPMENT | | 1)Read with Connect Smartbook week 5 chap. 3 p. 33-51  2) Journal 4 week 6: What do you know of your prenatal development (or that of your own child, a child you nannied, a sibling, the child of somebody else). |
|  |  | |  |
|  |  | | 3)Connect Review Practice week 6 chap. 3 p. 33-51 |
| **Week 7** | **BIRTH AND THE NEWBORN** | |  |
| Feb 20-24 | CHAPTER 4  BIRTH AND THE NEWBORN | | 1)Read with Connect Smartbook chap. 4  Smartbook p.75-92  2)Journal 5 week 7: What do you know of your birth and you as a newborn? |
|  |  | | 3)Connect review practice week 7 chap. 4 p. 75-92  **4) Post your week 7 discussion posts (#5)** |
| **Week 8** | **PHYSICAL DEVELOPMENT AND HEALTH 0-3** | |  |
| Feb 27-  March 3 | CHAPTER 5: PHYSICAL DEVELOPMENT AND HEALTH 0-3 | | 1)Read with Connect Smartbook chap. 5 p.96-115 |
|  |  | |  |
|  |  | | 2)Connect Review Practice week 8 chap. 5 p. 96-115 |
| **Week 9**  **Week 10** | **SPRING BREAK**  **COGNITIVE DEVELOPMENT 0 TO 3** | |  |
| March 13-17 | CHAPTER 6 COGNITIVE DEVELOPMENT 0 TO 3 | | 1)Read with Connect Smartbook chap. 6  p.120-142 |
|  |  | | 2)Connect review practice week 10 chap. 6 p. 120-142  3)Journal 6 week 10: Report and reflect on your cognitive development age 0 to 3. Two alternatives to chose from.   1. **Post your week 10 discussion posts (#6)** |
|  |  | |
| **Week 11** | **PSYCHOSOCIAL DEVELOPMENT**  **0 TO 3** | |  |
| March 20-24 | CHAPTER 7  PSYCHOSOCIAL DEVELOPMENT  0 TO 3 | | 1)Read with Connect Smartbook chap. 7 p.148-168  2)Journal 7 week 11:  Report and reflect on your psychosocial development from 0 to 3.  3)Connect Review Practice week 11 chap.7 p. 148-168 |
| **Week 12** | **PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD**  **3 to 6** | |  |
| March 27-  31 | CHAPTER 8  PHYSICAL DEVELOPMENT AND HEALTH IN EARLY CHILDHOOD | | 1)Read with Connect Smartbook chap. 8 p.171-183  **2)Post your week 13 discussion posts (# 7)** |
|  |  | | 3 )Connect Review Practice week 12 chap.8 p. 171-183 |
| **Week 13**  April 3-7 | **COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD 3 to 6**  CHAPTER 9COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD | | 1)Connect Smartbook week 13 chap. 9  Smartbook p.188-206  2)Connect Review Practice week 13 chap.9 p. 188-206  3)Journal 8 week 13  Report (anecdotes) and reflect upon particular aspects of your cognitive development according to Piaget (3 to 6). |
| **Week 14**  April 10-14  **Week 15**  April 17-21  **Week 16** | **PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD 3 to 6**  CHAPTER 10  PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD  CHAPTER 10  PSYCHOSOCIAL DEVELOPMENT IN EARLY CHILDHOOD  **Exam Week** | | 1)Connect Smartbook week 14 chap. 10  Smartbook p.211-232  2)Connect Review Practice week 15 chap.10 p. 211-232  1)Journal 9 week 15:Report (anecdotes) and reflect upon particular aspects of your psychosocial development (3 to 6). Conclude.  **2) Post your week 15 discussion posts (#8)** |
|  |
|  | **No exam** | | This week is devoted to the students, who, for circumstances outside of their control, need to catch up with material. |

## **Class Policies**

### GVSU Email and Course Communications

Students are responsible for all communications sent via Blackboard and to their [GVSU email account](http://www.gvsu.edu/it/student-e-mail-46.htm)s.  [GVSU student email](http://mail.gvsu.edu/) can be accessed by visiting: mail.gvsu.edu and [Blackboard](http://mybb.gvsu.edu/) at: mybb.gvsu.edu

### Social Media, Cloud Accounts, and Privacy

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

Under [FERPA](http://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.

### Assignments and Assessments

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

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

## **University Policies**

**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.

[Assistive technology computers](https://www.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://www.blackboard.com/Platforms/Learn/Resources/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/studentcode/)  <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 has special needs because they are 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 in the classroom for all scholars regardless age, gender, sexual orientation, ethnicity, disabilities. If you experience a lack of respect at any point, please contact your professor.

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

[Academic Integrity](http://www.gvsu.edu/osccr/academic-integrity-14.htm)

**Integrity of Scholarship and Grades**  
Truth and honesty: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty members and students will honor these principles and in so doing protect the validity of university grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

**Plagiarism**  
Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism. 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.

[**Disability Support Resources**](http://www.gvsu.edu/dsr/)

If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

[**Financial Hardships**](https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm)

GVSU remains committed to supporting you because of the impacts of the COVID-19 pandemic and is here to help you in times of financial need, including technology requirements. Financial hardship funds are available to help student's meet their basic needs, and help cover educational costs (such as housing, food, and textbooks) that a student could not otherwise pay out of pocket. Please visit the GVSU [Special Circumstance & Financial Hardship Requests](https://www.gvsu.edu/financialaid/financial-hardship-requests-226.htm) web page for more information.

**Liaison Librarian and Knowledge Market.** In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences).Liaison librarian

Each department has a designated librarian to support your research needs. **Samantha Minnis** is our liaison librarian for psychology.  Her email is minniss@gvsu.edu.  Here is a link to the library's subject guide to psychology <https://libguides.gvsu.edu/psych>

Knowledge Market

Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit[www.gvsu.edu/library/km](http://www.gvsu.edu/library/km).

## **Changes to the Syllabus**

**The instructor reserves the right to change the contents of this syllabus. Students will be given notice of relevant changes through a Blackboard announcement, or through GVSU e-mail.**

ACADEMIC CALENDAR

| **Event** | **Date** |
| --- | --- |
| Registration Drop and Add | March 21 - January 13 |
| Payment Deadline | December 16 by 5:00 pm |
| Classes Begin | January 9 |
| Credit/No Credit Deadline | January 13 by 5:00 pm |
| Last Day to Add, Register, or Pay | January 13 by 5:00 pm |
| 100% Tuition Refund Deadline | January 13 by 5:00 pm |
| Martin Luther King, Jr. Day Recess | January 16 |
| 75% Tuition Refund Deadline | February 3 by 5:00 pm |
| Mid-term Evaluations | February 20-24 |
| Mid-term Grades Due from Faculty | February 28 by 12:00 pm |
| Mid-term Grades Available to Students | March 2 |
| Spring Break | March 5-12 |
| Withdraw with a "W" Grade Deadline | March 10 by 5:00 pm |
| Classes End | April 22 |
| Examination Week | April 24-29 |
| Commencement | April 28-29 |
| Semester Ends | April 29 |
| Grades Due from Faculty | May 2 by 12:00 pm |
| Grades Available to Students | May 4 |

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](http://www.gvsu.edu/registrar/course) or by contacting the Registrar’s Office at (616) 331-3327 or email [regdept@gvsu.edu](mailto: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](https://www.gvsu.edu/studentaccounts/refunds-53.htm) has additional information and examples. Please contact the Registrar's Office for more information.

Visit our [calendars page](https://www.gvsu.edu/registrar/calendars-79.htm) 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](https://www.gvsu.edu/registrar/finish-faster-with-15-credits-106.htm).