I. NAME AND NUMBER OF COURSE: SWG 545 Domestic Violence & National AmeriCorps Service Practicum

II. PROGRAM LEVEL: MSW Students

III. COURSE REQUIREMENTS

   Credits: 3 credits
   Elective or Required: Elective
   Prerequisites: None

IV. COURSE DESCRIPTION: Provides students with basic domestic violence education and training in preparation for working with domestic violence survivors in the community, as well as support throughout their first semester of internship placement. The course provides training in evidence-based interventions, including the implementation of an evidence based safety decision aid, a tool to enhance risk assessment, safety planning, and referral to additional community resources. The course also emphasizes the unique mission of AmeriCorps members through the Corporation for National & Community Service.

V. COURSE RATIONALE: Domestic violence / intimate partner violence is a widespread, pervasive social problem that cuts across socioeconomic levels, race/ethnicity and sexual orientation to impact approximately 1 in 3 women during their lifetime. Because of the pervasive health and mental health consequences of domestic violence (e.g., anxiety, depression, suicide, post-traumatic stress disorder, self-injury, psychosomatic complaints, substance misuse and decreased self-esteem), knowledge and skills specific to intervention with domestic violence victims and offenders are necessary. This course introduces students to a range of topics that will help them to understand the dynamics of abuse/violence necessary for working with domestic violence survivors and their families.
in an internship setting. Further, as evidence-based care is crucial in domestic violence settings, this course introduces the topic of evidence-based intervention and assists students in integrating an evidence-based safety decision aid into their field placement setting. Students will also be given special training and preparation in order to serve as an AmeriCorps member, a part of the Corporation for National & Community Service.

VI. COURSE COMPETENCIES

SWG 545 is an elective designed to provide an introduction to domestic violence while also giving support and structure to those students selected to be in the AmeriCorps program, “Evidence-based Care for Survivors of Domestic Violence” (EBC-DV). Following completion of the course and associated learning activities, students will gain skills and knowledge in the following areas:

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Measures – Assignments, tasks, or activities</th>
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</thead>
<tbody>
<tr>
<td>Core Competency EP2.1.1</td>
<td>1. Advocate for client access to the services of social work 2. Practice personal reflection and self-correction to assure continual professional development 3. Demonstrate professional demeanor in behavior, appearance, and communication 4. Use supervision and consultation</td>
<td>1. Students will understand the organizational culture in their internship site, and implement an evidence based safety-decision aid 2. Students will reflect upon their experience in their internship and course 3. Students will be professional in their communications, behavior, and appearance with regard to interactions with their instructor, clients, and field staff. 4. Students will use supervision within the class and through the structures in place at their internships to implement the safety decision aid.</td>
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<tr>
<td>Core Competency EP 2.1.2</td>
<td>1. Make ethical decisions by applying standards of NASW’s Code of Ethics 2. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>1. Students will understand and apply social work ethics and values as they relate to working with survivors and their families in domestic violence service settings. 2. Students will address social work ethics in the implementation of an evidence-based practice in social work settings.</td>
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</table>
### Core Competency
#### EP 2.1.4
**Engage diversity and difference in practice.**

| 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power |
| 2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups |
| 3. View themselves as learners and engage those with whom they work as informants |

| 1. Understand the effect of domestic violence on marginalized women and underserved groups. Describe cultural considerations relevant to domestic violence cases. Explain the theoretical reasoning behind gender-based violence as a macro approach to the issues of domestic violence. |
| 2. Describe cultural issues that may intersect and influence domestic violence cases (e.g., race/ethnicity, national status, socioeconomic class, sexuality, and gender). |
| 3. Discuss history and background of shelter movement. Describe theoretical differences found among domestic violence researchers and practitioners. Discuss individual positions regarding these issues, and make recommendations for future social work practitioners working with domestic violence. |
| 4. Discuss in class internship site procedures and practice and define the theoretical model used to inform current programming. |

### Core Competency
#### EP 2.1.6
**Engage in research-informed practice and practice-informed research.**

| 1. Use research evidence to inform practice |

1. Application of evidence-based safety decision aid in real-life scenarios. |
2. Explain the importance of evidence-based practice when working with domestic violence survivors (e.g., applying the safety decision aid in class using case examples). |
3. Demonstrate professionalism and personal understanding of domestic violence issue by engaging with classmates. Offer insights, suggestions, praise, questions, and comments connecting with the safety decision aid and safe use of technology. |
4. Present information about safety decision aid to community partners and other stakeholders, demonstrating the use of the intervention in practice. |
5. Participate in training activities related to research informed practice for survivors of domestic violence. Demonstrate ability to effectively implement the safety decision aid intervention. |
6. Understand the potential benefits and risks when dealing with specific client issues related to safety planning. Demonstrate
understanding of safety-decision aid protocol by administering intervention during class time (and later to clients at internship site).

| Core Competency EP 2.1.9 | 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | 1. Understand and present technology safety issues for survivors of domestic violence in class role play and to survivors of domestic violence  
2. Actively engage in assisting clients to use technology safely  
3. Implement the safety decision aid, an evidence-based practice, within the internship setting in such a manner that it fits with agency culture and can result in sustainable change. |
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<tr>
<td>Respond to contexts that shape practice</td>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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</table>

VII. COURSE THEMES
- Domestic violence
- The role of the social worker
- Evidence-based care in domestic violence settings
- Risk, safety, and resilience
- Technology safety
- Culturally Informed Practices for domestic violence
- Trauma Informed Care
- Community based research
- Secondary trauma and self-care
- National & Community Service Mission

VIII. KEY COURSE CONCEPTS
Evidence-based Interventions  
Safety Planning  
Risk Assessment  
Longitudinal Research  
Culturally Informed Practices  
National Service  
Respectful classroom discourse
Trauma Informed Care
Empowerment
Advocacy
Technology Safety
Dynamics of Domestic Violence
Sexual Assault
Intimate Partner Violence
Femicide
Decision aid
Mandatory reporting
Privileged communications

IX. ASU AND RELATED PROFESSIONAL POLICIES
Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:
http://provost.asu.edu/academicintegrity/policy

Student Code of Conduct:
http://students.asu.edu/srr/code (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:
http://www.asu.edu/aad/manuals/acd/acd125.html

Missed Classes Due to University Sanctioned Activities:
http://www.asu.edu/aad/manuals/acd/acd304-02.html

Accommodations for Religious Practices:
http://www.asu.edu/aad/manuals/acd/acd304-04.html

Commercial Note Taking Services:
http://www.asu.edu/aad/manuals/acd/acd304-06.html

Handling Disruptive, Threatening, or Violent Individuals on Campus:
http://www.asu.edu/aad/manuals/ssm/ssm104-02.html

School of Social Work Student Academic Integrity Policy:
http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:
http://www.socialworkers.org/pubs/code/code.asp

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.
As a mandated report, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.

X. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: http://www.asu.edu/aad/manuals/ssm/index.html#700 and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: http://campus.asu.edu/downtown/DRC

XI. HIPAA STATEMENT

Students are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XII. CLASSROOM EXPECTATIONS

ATTENDENCE & PARTICIPATION

Discourse within and outside of the classroom. To promote critical thinking and analysis, this course will demand a student’s attention in a variety of ways. Students are asked to carefully evaluate their own thinking about domestic violence, including their biases, work experiences, and understandings. Students are asked to think about what they bring into this class and how this may affect their ability to engage in social work practice with survivors / perpetrators of abuse. Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. We will allow for a variety of impressions, experiences and values to be expressed by class members and will respect diverse opinions. All electronics should be turned off during classroom discussion, unless the instructor specifies a need for use.

Due to the interdependent nature of the course material, it is highly important for students to attend all classes. Under Arizona Revised Statute ARS § 12-2239(I), students must complete mandatory reporting and privileged communications training to be able to be
considered a crime victim advocate. Per ARS § 12-2239(I), students must also complete a full 40 hours of training in order to be able to be considered a crime victim advocate.

Therefore, students can miss no more than 2 class sessions throughout the semester and without forfeiting the 40 hour certificate. If a student misses 4 classes, they will not receive certification. Students who miss the mandatory reporting/privileged communication class (regardless of attendance record), will not receive a certificate.

SELF-CARE, UNANTICIPATED DISTRESS & COUNSELING SERVICES

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: https://eoss.asu.edu/counseling or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006

Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources.

WRITING GUIDELINES & SUPPORT AVAILABLE

This course requires that all written assignments are typed and in line with American Psychological Association (APA) style guidelines. The following website provides helpful guidance: https://owl.english.purdue.edu/owl/resource/560/01/

All ASU undergraduate or graduate students — can benefit from visiting the Writing Center to explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing and proofreading strategies; find a place to write. ASU students can schedule a 30-minute, in-person appointment for one-on-one writing tutoring. To schedule a one-on-one writing appointment in one of the writing centers, please view the schedule of available sessions and select an appointment time. https://tutoring.asu.edu/student-services/writing-centers

ASU expects academic honesty from all members of the community, and it is our policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of your own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Plagiarism or cheating of any kind will not be tolerated and can result in a failing grade. It is your responsibility to seek guidance
with the instructor if you have any questions about what may constitute plagiarism or cheating.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM**

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Arriving late disrupts the class and is unprofessional. Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to regularly participate in the class activities by sharing your thoughts, views and questions in a respectful, professional manner. The use of laptops/tablets is not allowed in class unless you have individual approval from the instructor. The use of cell phones is not allowed in class. Please turn your cell phone off and keep it stored.

**PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

**XIII. REQUIRED TEXTS, READINGS, AND MEDIA**

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, materials that is not the student’s original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.


Hall, G. C. N., (2017). Cultural humility: We can improve our relationships with other cultures.


Missouri Coalition Against Domestic and Sexual Violence, How the Earth Didn't Fly Into the Sun: Missouri's Project to Reduce Rules in Domestic Violence Shelters.


### XIV. COURSE SCHEDULE - PLAN OF INSTRUCTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Concepts</th>
<th>Activities / Assignments</th>
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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td><strong>WEEK 1</strong></td>
<td>Orientation &amp; Introduction</td>
<td><strong>Due:</strong> Professional Development Assignment</td>
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<tr>
<td>(8/20/2018)</td>
<td>History of the Movement</td>
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<tr>
<td><strong>Introduction/History of the DV Movement</strong></td>
<td>ACESDV history in the AZ Movement</td>
<td><strong>In Class:</strong> Review History of the Movement</td>
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<td></td>
<td><strong>Read:</strong></td>
<td><strong>Read:</strong></td>
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<td>2. Jaffe, Fairbairn, &amp; Reif, 2017</td>
<td>2. Jaffe, Fairbairn, &amp; Reif, 2017</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td>Oppression</td>
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<tr>
<td>(8/27/2018)</td>
<td>Intersectionality</td>
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<td><strong>Roots of Violence</strong></td>
<td>Racism</td>
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<td>Feminism</td>
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<td><strong>Read:</strong></td>
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<td><strong>WEEK 3</strong></td>
<td>Dynamics of Domestic Violence Power and Control</td>
<td><strong>In Class:</strong> Dynamics of DV</td>
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<tr>
<td>(9/10/2018)</td>
<td>Wheel</td>
<td><strong>“In Her Shoes”</strong></td>
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<tr>
<td><strong>Domestic Violence Intro</strong></td>
<td>Violence in the Context of Oppression</td>
<td><strong>Read:</strong></td>
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<td>1. Costin et al., 1983</td>
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<td>2. Danis, 2003</td>
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# Unit 2

## WEEK 4
(9/17/2018)
**Technology**
**Safety, Safety Planning & My Plan (ASU)**

- Stalking & Surveillance
- Safety Applications
- Technology Abuse
- My Plan Tool
- Intervention Case Study

**In Class:**
- Role Play – My Plan

**Due:**
- My Plan Assessment

**Read:**
1. Woodlock, 2016
2. Glass et al., in press
3. Eden et al., 2015
4. Glass et al., 2015

## WEEK 5
(9/24/2018)
**Sexual Violence**

- Rape Culture
- Sexual Assault
- Coercion
- Consent
- Sexual Health Practices

**In Class:**
- Guest Speaker: ACESDV Sexual Violence Response Department

**Read:**

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# Unit 3

## WEEK 6
(10/1/2018)
**Role of the Advocate & Trauma Informed Care**

- Safety Planning Client Centered
- Person in Environment
- Role of Social Worker in IPV
- Empowerment Advocacy
- Inclusive Care

**In class:**
- Role play – Safety Planning
- Trauma informed Care

**Read:**
1. Reed et al., 2011
2. Bowen & Mahnke, 2015

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# FALL BREAK
10/6-9/2018

## WEEK 7
(10/15/2018)
**Violence and Special Populations**

- GSM Survivors
- Immigrant Survivors
- Native American Survivors
- South Asian Survivors
- VAWA

**In class:**
- Guest Speaker: Southwest Indigenous Women’s Coalition, AZ South Asians for Safe Families, TransQueer Pueblo

**Read:**
1. Futures Without Violence, 2017
2. APIGBV, May 2017
3. APIGBV, December 2017
<table>
<thead>
<tr>
<th>Unit 4</th>
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| **WEEK 8**  
(10/22/2018)  
**Mandatory Reporting & Privileged Communication & Expert Witness**  
Arizona Revised Statutes re: Mandatory Reporting & Privileged Communication  
Crime Victim Advocate  
Privilege  
What it’s like to be called as an expert witness  
**In class:**  
Guest Speaker: ACESDV Helpline Advocates and Dr. Jill Messing |

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<th>Unit 5</th>
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| **WEEK 10**  
(10/29/2018)  
**Orders of Protection & Criminal Legal System**  
AZ Criminal and Civil Court Proceedings  
What types of OOP’s in AZ  
Offender Treatment in AZ  
Implementation  
**In Class:**  
ACESDV Helpline |

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<tr>
<th>Unit 6</th>
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| **WEEK 11**  
(11/5/2018)  
**Legislative Advocacy & Coordinated Community Response**  
Arizona Revised Statutes Policy  
How a Bill is Made  
Legislative Updates  
Implementation  
Organization Culture  
**In class:**  
Guest Speaker: ACESDV Policy Advocates  
**Read:**  
2. Morrison Institute, 2010 |
### WEEK 12
(11/19/2018)
**Teen Dating Violence**
- National statistics
- Parenting approaches
- Community Response

**In class:**
Guest Speaker: Kaity’s Way

**Read:**
1. National Survey on Teen Dating Violence

### WEEK 13
(11/26/2018)
**Survivor Panel**
- Advocacy beyond leaving
- Trauma informed Response

**In class:**
Guest Speaker: ACESDV Speaker’s Bureau Panel of Survivors

**Read:**
1. Davies, 2009

## Unit 7

### WEEK 14
(12/3/2018)
**Finals Week Self Care Review**
- PTSD
- Vicarious Trauma
- Physical Impacts of injury
- Self-care

**Due:**
Reflection Paper

**Read and Watch:**
1. Bell, 2003
2. Missouri Coalition Against Domestic and Sexual Violence
3. Laura van Dernoot Lipsky Ted Talk [https://www.youtube.com/watch?v=uOzDGrcvmus](https://www.youtube.com/watch?v=uOzDGrcvmus)

### XIV. Evaluation of learning

**ASSIGNMENTS (OUT-OF-CLASS):**
- Online application 20
- Safety planning (3 parts: 1. agency assessment, 2. administration, 3. reflection) 60
- Summary paper 30
  **Total** 110

**READING & PARTICIPATION (IN-CLASS):**
- Participation / Class Discussion 20
- Class Quizzes (5 point each) 20
  **Total** 40

**Grade Total: 150 points**

Additional grading rubrics and information will be posted at the discretion of the instructor.
Assignments are due by the dates and times listed and quizzes are taken during the first 15 minutes of class. Late assignments will NOT be accepted. There are no make-up quizzes. With the exception of documented medical/personal emergencies, if notification is given before an assignment is due, at the discretion of the instructor, the assignment will be accepted with a deduction of 5 points per day late.

**Assignment Descriptions**

1. Online application (20 points, due Session 2): All AmeriCorps members are required to complete an online application, and submit the application in order to participate in the AmeriCorps program. Students will be given directions in class on the first day, enrollment includes three steps. All students must complete each step in the application process to receive points be registered as an AmeriCorps member.

2. Implementation & assessment of safety planning with the evidence-based safety decision aid tool (60 points): Within your internship, students will deliver safety planning to domestic violence survivors using an evidence-based online safety planning tool. This assignment consists of 4 steps:
   a. Due Session 5, 10 points: Students will complete an **ASSESSMENT** of organizational culture and fit of the safety planning tool within social work ethical principles, the goals of their course/internship site, and the programming at their internship site. In collaboration with their field instructor, students will determine the best way to deliver the tool at their site.
   b. Due Sessions 5 & 7, 10 points: Each student will learn how to use the tool during an in-class activity, in which they will **ROLE PLAY** and test the online tool. Students will also practice and deliver information about technology safety during a separate **ROLE PLAY**. Practice sessions will be recorded and evaluated by the instructor.
   c. Due Session 14 (30 points): **IMPLEMENTATION** requires that all students will have completed at least 12 safety planning sessions with domestic violence survivors at their internship site (if this is not possible because your agency is too small, for example, your instructor will connect you with survivors in the community).
   d. Due Session 14 (10 points): Students will **REFLECT** on the experience of using the tool and working with agency staff to incorporate evidence-based practices in a brief (2 page) reflection paper and during class discussion.
3. Summary paper/video: At the end of the semester all students will submit a summary paper/video highlighting how the safety decision aid, learning modules in class, and AmeriCorps program has affected their internship experience. Students can either submit a written 4-page paper or a high quality 2 minute video detailing their personal stories of success.

4. Class discussion: Throughout the semester the instructor will attend to students participation during class discussion, role plays, and activities. Students’ level of participation and contributions to the overall learning environment will be assessed for up to 20 points throughout the semester.

5. Class Quizzes: Five closed-book class quizzes will be given randomly throughout the semester; students will not know when quizzes are to occur. Quizzes will be given during the first 15 minutes of the class session. There will be no make-up quizzes. These quizzes will cover reading and webinar material. Each quiz is worth 5 points, and students can drop their lowest quiz grade for a maximum of 20 points.

GRADING GUIDELINES

An A+ grade at the undergraduate level means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.
A B- grade at the undergraduate level means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the undergraduate level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.