I. Name of Course: SWU 349 Stress Management Tools II

II. Program Level: Undergraduate:

III. Course Requirements:
- Credits 3
- Elective
- Pre Requisite: none

**Approved for Social and Behavioral Science Credit**

**Required for undergraduate certificate**

IV. Course Description:
Developing mindful strategies toward managing stress, developing instinct awareness; healthy decisions in nutrition, relationship with self, others and creating a personal carbon footprint

V. Rationale for Course
Students move beyond awareness and beginning mindfulness practice toward deepening their practice while integrating new behaviors that support academic, personal and work life. Guiding students to develop strategies that impact their life in a broader perspective beyond their personal life to include work and community reinforce the concept of whole person health. Developing strategies of mindful engagement by paying attention to instincts, understanding how food is grown, the digestive system, GMO’s and environmental stress will be the cornerstones of moving students toward healthy management of stress.

Theoretical Frameworks and Course Themes

1. Humanistic Model of Personal Growth and Theory of Motivation
The basis of the model focuses on self-actualization and moving toward optimal growth potential. Four key professionals, Alfred Adler, Carl Jung, Carl Rogers and Abraham Maslow pioneered humanistic...
psychology. Their research on the process of self-actualizing individuals lead to the concepts of social interest, an individual’s attitude in dealing with other people in the world, nonjudgmental listening and acceptance, becoming a fully functioning person, and self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.

2. Theory of Multiple Intelligence’s and Learning Styles

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, and thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

3. Social Interdependence, Experiential Learning and Action Theory

The Social Interdependence theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence use in a situation, such as cooperation and competition, will determine how people interact with each other guiding the outcome. Through group assignments students will be able to identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning is to impact the learner in three ways 1) offer students various learning opportunities with multiple mediums of teaching and assignments 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. Theory of Positive Psychology

Developed by Martin Seligman Positive Psychology is “the scientific pursuit of optimal human functioning and the building of a field focusing on human strength and virtue. It builds on the bench science and research methods that shed light on the "dark side" of human functioning, and it opens the door to understanding prevention and health promotion. Dr. Seligman (1998) noted: researchers have discovered that there is a set of human strengths: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance that can help promote well-being and prevent illness and strife. Positive Psychology is based on building upon human strengths and focuses on prevention (Summer 2000 Edition of the APAGS Newsletter, Vol. 12(2).

5. EcoPsychology

is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. EcoPsychology focuses on learning and exploring how people can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

VI: Course Competencies

1. Core Competency EP 2.1.1 Student identifies as a professional and conducts oneself accordingly.

Practice behaviors a and b

a. Incorporate a mindfulness practice into daily living.
b) Master personal strategies to manage stress at work, school and home (practice mindfulness, chapter activities and journal reflections).
2. **Core Competency EP 2.1.3** – Apply critical thinking to inform and communicate professional judgments.
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
   b. Demonstrate effective oral and written communication in assignments and classroom discussions (critical thinking chapter journals and quizzes).

   **Practice behaviors a, b**
   a. Complete a comprehensive synthesis of the literature associated with a specific topic and sub-topic related to strategies to manage stress and quality of life (fast fact research and chapter critical thinking assignment).
   b. Thoughtfully responds to quiz questions at the end of each chapter.

3. **Core Competency EP 2.1.9** - Respond to contexts that shape practice.
   a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (Be the Solution community assignment; vision board questions).

   **Practice behavior a, b, c, d**
   a. Creating change through the science of sustainable living and practicing new behaviors to support the environment.
   b. Develop strategies for community and global change and environmental factors that influence unproductive lifestyle patterns.
   c. Explore the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.
   d. Integrate lifestyle choices that support the parasympathetic nervous system.

4. **Core Competency EP 2.1.7** - Apply knowledge of human behavior and the social environment (Be the Solution).
   a. Critique and apply knowledge to understand person and environment.

   **Practice behavior a, b,**
   a. Develop strategies to decrease carbon footprint.
   b. Exploring stress patterns across the life span that impact healthy relationships.

**VII. Course Units**
1. Stress Across the Life-Span
2. Science of Instinct and Intuition
3. Being Connected: Healthy Relationships
4. Living in the Parasympathetic Nervous system
5. Impact of Global Environmental Stress
6. Sustainable Living and Conscious Eating

**VIII. Key Course Concepts**
mindfulness stress non-judgment happiness
intention instinct environment relationships
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

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 Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:

Even as students, social workers 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. Required Textbook and Readings**

**Course Schedule – Plan of Instruction**
Plan of Instruction Evaluative Procedures (including policy regarding the use of plus/minus grades and at least two forms of assessment).

**XIII: Course Schedule- Plan of Instruction**
<table>
<thead>
<tr>
<th><strong>Week 1 Objectives</strong></th>
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</table>
| Explain the impact of stress physiologically and psychologically | **Required readings:**
| Identify body therapies that promote downregulation of the nervous system from sympathetic to parasympathetic | **Recommended Readings:**
| Apply gratitude to your life |  |
**Week 2**

**Objectives**

- Identify the effects of stress throughout the life stages of prenatal development, infancy, toddlerhood, childhood, adolescence, young adulthood, adulthood, and old age.
- List applied practices within each life stage to negate the effects of stress.
- Evaluate how food is grown and distributed.
- List conscious choices in purchasing and eating patterns.
- Recall the steps of digestion, metabolism, and excretion.
- Apply MAC Model to personal experience.
- Synthesize and identify a personal pay it forward experience.
- Apply gratitude to your life.

**Required Readings:**


**Recommended Readings:**


### Week 3 Objectives

- Explore the historical patterns of accessing food through hunting, farming and the changes that have occurred in foods that are processed and contain preservatives
- Identify the causes and effects of water pollution
- Identify the causes and effects of soil pollution
- Identify the causes and effects of air pollution
- Define environmental mindfulness
- Formulate global solutions to positively affect water, soil and air pollution
- Apply MAC Model to personal experience
- Synthesize and identify a pay it forward experience
- Apply gratitude to your life

### Required Reading:

### Recommended Reading:


## Week 4 Objectives

- Identify strategies to access intuition and instinct
- Apply personal experience in the application of intuitive smartness in your life
- Explore how healthy relationships develop through the lens of mindfulness and ego psychology
- List practices you can apply to improve personal and professional relationships
- Apply MAC Model to personal experience
- Synthesize and identify a pay it forward experience
- Apply gratitude to your life

## Required Readings:


## Recommended Readings:


<table>
<thead>
<tr>
<th>Week 5</th>
<th>Character Strengths Research</th>
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<tbody>
<tr>
<td>• Prepare literature review by identifying relevant peer reviewed journals and text, interpreting studies, assessing relevancy and clearly translating data</td>
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<tr>
<td>• Apply MAC Model to personal experience</td>
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<tr>
<td>• Synthesize and identify a pay it forward experience</td>
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<td>• Apply gratitude to your life</td>
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<tr>
<th>Week 6</th>
<th>Required Readings:</th>
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<tbody>
<tr>
<td>• Review the benefits of gratitude, positive relationships, and paying it forward to others</td>
<td>Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. Chapter 8, Happiness is Bliss: Paying it Forward</td>
</tr>
<tr>
<td>• Apply MAC Model to personal experience</td>
<td>Be The Solution Project</td>
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<tr>
<td>• Synthesize and identify a pay it forward experience</td>
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<tr>
<td>• Integrate concepts learned within the course to a Be the Solution Project (video, paper or ongoing community volunteering event)</td>
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<tr>
<td>• Apply gratitude to your life</td>
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</tbody>
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XIV: Evaluative Procedures

A. Assignments:

**Mindful Breathing** Listening to the Mindfulness MAC Breathing DVD will help you to develop personal mindfulness practice and feedback will be included in your Mindful Awareness Reflection journal.

**What’s Good—6pts** On weeks 2, 3, 4, 5, 6, & 7 students will share something that is good in their lives via a post and reply to one other students What’s Good.

**Mindful Awareness Reflection Journal—21pts:** A mindfulness practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful. We live in a society that places emphasis on language and the cognitive process (over thinking!), so we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is improved. This is your chance to practice developing a mindfulness practice by using the MAC guide—A template is provided in Blackboard for you to complete and submit for each chapter within the weekly units.

In writing your journal entries, there are many opportunities to include personal experiences about your daily living. The purpose of this assignment is for you to reflect on any mindful experience you have after reading the chapters for the week, listening to the CD or the meditation video, or any experience you have during the week where you felt you were mindful.

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| Week 7 | Pay it Forward Journey PPT
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<tr>
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<th>Pay it Forward Journey Paper</th>
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<tr>
<td></td>
<td>• Review the 6 acts of gratitude performed throughout the course and illustrate them via a PowerPoint Presentation</td>
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<tr>
<td></td>
<td>• Apply concepts learned in gratitude and elevation to a paper identifying personal development through pay it forward acts</td>
</tr>
<tr>
<td></td>
<td>• Apply MAC Model to personal life</td>
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</tbody>
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11
For example: Let’s say after reading about mindful eating and paying attention to what you put in your body, maybe you decide to cook dinner that night. You could write about a mindful experience you had while eating your home cooked meal (assuming you actually were being mindful when you ate it!).

**Acknowledge** (describe the experience).

**Intentional Attention** (describe what your senses were experiencing during that moment).

**Accept Without Judgment** (talk about how you were able to be in that experience without any external filters or distractions and what that felt like).

**Action Toward Change** (talk about what you learned as a result of this experience and how this experience made you more aware for the future.

Of course, this just an example and your journal could be about anything you want. Each of us is different so we will all have unique experiences and interpret the readings/materials in various ways. There is no right or wrong answer with this assignment. It is meant for you to practice learning mindfulness as part of your daily routine. As long as I can tell you are reading the course materials and are somehow relating it to what is happening in your daily life, what you decide to reflect on is up to you. It is your journal for personal growth and reflection! It is also kept private between student and instructor.

Please put forth effort with this assignment. I will be closely reading each and every one of them. One sentence answers really are not going to cut it! Since this is your own personal experience, it should not be difficult to write a short paragraph or at least several sentences for each section of the journal. You actually might find it fun, helpful, and even stress relieving for you to jot down your thoughts and experiences as they come up in your journals. Do not over think it! This assignment will help you develop and continue to practice mindfulness.

**Beyond Stress: Strategies for Blissful Living Critical Thinking Log—24pts:** Following each chapter of Beyond Stress: Strategies for Blissful Living, write down your feedback from the chapter content using the critical thinking format below. Be sure to respond in the discussion forum to at least one other classmate.

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**Criteria for Chapter Critical Thinking Entries**

- What are the most important information/key concepts we need to understand from these chapters?
- How can I use the information in the chapters to help me with my daily mindfulness practice?
- In what ways will the material learned in these chapters help me manage my stress more effectively?
- What are your thoughts and feedback regarding the information and activities for each chapter?

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**Pay it Forward Weekly Activities, PowerPoint & Paper—28pts** This is a culmination of several shorter assignments conducted throughout the class (gratitude & pay it forward activities) that are
designed to help students clarify their goals, develop a plan toward achieving them, and simultaneously discover their individual codes of conduct, life observations and passions that will help students successfully overcome current and future stress obstacles. The intention of this assignment is for each student to create a PowerPoint that will be submitted in week 7 and a paper due at the time to the instructor that can show their growth within this class as well as help them in the future. Students are to complete and submit the 7-class gratitude/pay it forward assignments as they develop their individual PowerPoint and paper. Students will be graded on the following:

1. Students will be asked to either “Pay it Forward” or perform an “Act of Gratitude” on weeks 1, 2, 3, 4, 5, & 6. This must be documented (Date, Time, Activity) and a brief description of the event, as well as 3 things you are grateful for. This word processed document must include:
   - What did you do?
   - When did you do it? (date & time)
   - How did it make you feel?
   - How does this help you in your mindfulness journey?
   - What are 3 things you are grateful for this week?
   - This will be worth 12 pts total—2 pts per week

2. Pay it Forward/Gratitude Journey Paper due week 7 with the following criteria:
   - 4 - 5 pages’ double spaced with a 12 font
   - Detailed information of the 7 acts (Pay it Forward/Gratitude) that the student participated in throughout the course.
   - How this activity helped the student and what they plan on doing with it in the future.
   - The addition of 2 researched facts (citation in any format as long as it is consistent) that support the student’s paper on how it will help them going forward—facts must come from peer-reviewed journals and/or book chapters.
   - This will be worth a total of 8 points

3. On Week 7 students will POST their experiences with the Pay It Forward/Gratitude experience in a Power Point format with the following criteria:
   - 6 slides—one representing each of the activities the student participated in
   - A title on each slide—Pay it Forward/Gratitude
   - A Visual representation—an actual picture or graphic
   - An explanation of what each slide represents
   - Respond, in detail, to 4 of your peer’s slides
   - This will be worth 8 points
Character Strengths Assignment—16 pts

This research assignment is all about you and consists of 2 submissions. You will be going to the authentic happiness website hosted through the University of Pennsylvania and Dr. Martin Seligman’s Team (Seligman was one of the first heavy hitters to suggest we look at what’s right vs wrong with people and promoted positive psychology). There you will take the VIA Character Strengths Assessment (Instructions located below). Even if you already took this in another course, please do it again so as to have the most updated results. Then, please follow the instructions for the following 2 submissions listed below.

Submission #1 (5pts for the slides & 3pts for the replies = 8pts):

• Go to: https://www.authentichappiness.sas.upenn.edu/
• Choose the language you wish to proceed in (located on the top right)
• Go to Questionnaires and select VIA Survey of Character Strengths
• Register (Create a Username and Password)
• Take The 240 question survey……Be Honest and go with your gut responses!!
• Create a slide for each of your top 5 strengths with the following information:
  ○ The Strength
  ○ Visual
  ○ Way you will implement that strength into your life
    ▪ There is an example of this located within assignment examples on Bb
• Submit in the POST/REPLY Submission Link
• Reply, in detail, to 4 of your peer’s posts

Submission #2 (8pts):

This submission will be for my eyes only and will be submitted via the Character Strengths Literature Review assignment link. Please do the following.

• For each of your top 5 strengths, find a research article (Utilize the ASU Library, this cannot be a website, or a newspaper/magazine article but an actual study) that supports how that strength (or a topic similar to your strength) contributes to overall happiness and provide the following:
  ○ How that strength contributes to happiness (your fact)
• **Find 3 research articles** pertaining to positive psychology (Hint: on the authentic happiness webpage, click on *learn more* located at the top of the page and look through the scholarly articles available. You may also look through the press articles and though they are not scholarly, they can guide you in the direction of the studies they reference). Please provide the following:
  - Fact
  - A paragraph (5 sentences minimum) on your thoughts on the study and how it contributes to your life
  - Citation….APA Format

One quick and easy way to find peer reviewed sources is to go to your MyASU homepage on the left, and click on Library—then search for your topic in the “Library One Search.” Once you have done this, at the top of the search page, you can narrow your search results to include only Peer Reviewed sources. This will come in handy for this assignment and for any future research you do. Peer reviewed sources are always the most reliable and credible!

**Please read these assignment instructions carefully for Character Strengths Assignment!** Websites will NOT be accepted as a credible source. Also, please be sure you cite all of your references (APA style preferred). If you are going to use direct quotes, be sure to include the PAGE NUMBERS of where you found that information. If you don’t, it could be treated as plagiarism since they are not considered your own words or ideas.

The purpose of this assignment is not to find quotes from a source and then submit them as your own. You can use quotations to supplement what you have to say about what you have found on your topic. **This assignment should be in your own words and supported with evidence/facts from the literature. It is a small research assignment, so please treat it as such!**

**BE THE SOULTION: Wellness beyond the Classroom (5 points)**

In this assignment, you have several options to choose from (choose **only one** of the four options):

**BE THE SOULTION Option #1: Paper Assignment.**

This option is for those of you that like to write and self-reflect. This formal written assignment requires a minimum of 3 pages double-spaced. In this formal paper you will focus on the following question: “Discuss how you are applying **at least 5 concepts** learned in SWU349 and how you are applying or using them in your personal life”. The expectation is for you to reference and cite specific examples that demonstrate **how you are applying the concept(s) of choice to your life.** Use research (class readings, and
BE THE SOLUTION Option #2: Join and actively participate on the ASU Sun Devil Wellness

This option is for those of you interested in student life and involvement in spreading what you are learning about in wellness and SWU 349 to a larger audience. You will be expected to join and participate on one of the Well Devil Core membership committees. You will be attending Devil Council meetings and actively promote Wellness depending on the Well Devil Core group you join. The Well Devil Council is a University-wide volunteer student wellness group that recommends and provides leadership for initiatives, programs and services in support of a healthy lifestyle for all ASU students. The ASU Well Devil Initiative and the student-led Well Devil Council promote a well mind, body and community to help students achieve their academic, personal and professional potential. You will be invited to take part in education, communication and involvement opportunities provided throughout the year to support a healthy lifestyle. Join the wider vision President Crow has in making ASU one of the healthiest universities in the nation. You will need to submit documentation of your participation and have a representative on the Sun Devil Wellness Council sign in for your efforts and time.

BE THE SOULTION Option #3: Create a Video

This option is for those of you who like technology and creating engaging, educational videos. The video needs to address a specific “theme” that you select from one of the subjects we cover in SWU250. In this video you need to discuss the concept (explored in class) and educate your identified target audience as to why the concept you are exploring is important to them. There needs to be a “strong message” that draws your audience into the subject matter. At the conclusion of your video the audience should be able to identify the subject matter you addressed, be able to discuss why the subject matter is important, and what the purpose or “message” is of your video. It could also conclude with action steps or “next steps” your target audience can initiate. Music, professionalism, organization and creditability are all factored into the grade as well as being able to execute the above criteria.

BE THE SOULTION Option #4: Community project

This option is for those of you who like to take on advocacy on a more global/community level. The community project is of your choice. The idea is to experience your idea or project in “real-time” which means coordinating or organizing an activity or event that targets a larger market. Many options and a variety of these activities are listed on the ASU Sun Devil Wellness Council site. For example, maybe you select nutrition (a classroom topic) and decide to create flyers on nutrition and get involved in coordinating and educating students at a round table discussion in your dorm, at the MU or in a public forum of your choice. Another example of a community project involving nutrition is locating a community garden project and working alongside the organization in harvesting or planting nutritional foods in your community. Or maybe you sign up and participate in a 5K run for Breast Cancer Awareness. You have to document your activity in writing (or submit another form of documentation such as a video) that demonstrates your efforts and supports your advocacy of your project or idea.
All of the above BE THE SOLUTION assignments will need an Authorization to Release and will not be given back to you (so make sure you keep a personal copy for yourself) as they will become the property of ASU and could be used to promote this class or be available on our webpage.

XIV Course Requirements

1. Assignment Policies: In fairness to all students, assignment due dates are firm. All assignments must be turned in to Blackboard by 11:59 pm on the day that they are due. If an assignment is turned in after the due date, it will receive half credit up until 1 week before the end of the semester—after this period assignments will receive no credit (With the exception of the Mindful Awareness Reflection Journals – due dates are firm for that assignment since it reflects the students progressive growth in self-reflection). Do not delay submission until the last minute, as we do not consider technology failures adequate excuses for late submission. If you do encounter a technology issue, please email your paper, and we will accept the time stamp on the email as the submission time. (This means that you should have back-up copies of your paper on more than just your computer. We recommend a flash drive and/or Drop box). Individual extensions for rare, extenuating circumstances may be granted, so please speak to your instructor ahead of the due date if you foresee a need for additional time on your work.

Evaluation Criteria
The course grade will be determined through the evaluation of eight (8) assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindful Awareness Reflection and Meditation</td>
<td>21</td>
<td>Weeks 1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Beyond Stress Chapter Entries</td>
<td>24</td>
<td>Weeks 1, 2, 3, 4,5,6,7</td>
</tr>
<tr>
<td>Character Strengths Research</td>
<td>16</td>
<td>Week 5</td>
</tr>
<tr>
<td>Be the Solution</td>
<td>5</td>
<td>Week 6</td>
</tr>
<tr>
<td>What’s Good (6pts)</td>
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<tr>
<td>Weekly Pay it Forwards/Gratitude: (12pts)</td>
<td>34</td>
<td>Week 7</td>
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<tr>
<td>Final PP Presentation: (8pts)</td>
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<tr>
<td>Pay it Forward Paper: (8pts)</td>
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Grading Criteria
Grading Scale
95-100 A
GRADING GUIDELINES FOR UNDERGRADUATE COURSES
An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. All written assignments must be in correct APA format, well organized and Master’s level. 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 at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in 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 inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate 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.