

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: enter course number & title

Date Submitted:

Proposed Effective Date:

	Name	Email	Phone	Dept
Dept Chair or UPD	Galina Madjaroff	Galina1@umbc.edu		Erickson School
Other Contact	Robin Majeski	majeski@umbc.edu		Erickson School

COURSE INFORMATION:

Course Number(s)	AGNG 389
Formal Title	Integrative Approaches to Promoting Wellness in Aging
Transcript Title (≤30c)	Integrative Approaches
Recommended Course Preparation	AGNG 200 Aging People, Management & Policy or introductory HAPP course or introductory EHS course or an introductory SOWK course.
Prerequisite <small>NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.</small>	AGNG 200 or introductory HAPP course or introductory EHS course or an introductory SOWK course.
# of Credits <small>Must adhere to the UMBC Credit Hour Policy</small>	3cr
Repeatable for additional credit?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	<small>6 CI* This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course will introduce students to fundamental concepts of integrative approaches to healthy aging. Differences between conventional western and integrative approaches to health are presented. Patterns of and motivations for the use of integrative approaches among older adults is covered. Also discussed are the safety and efficacy of major integrative health modalities such as functional medicine, nutrition, supplements and herbs, homeopathy, acupuncture, yoga, qi gong and Tai Chi, mindfulness meditation, and spiritual well-being for older adults.

RATIONALE FOR NEW COURSE:

Why is there a need for a course at this time: Integrative approaches to health have become increasingly popular among older adults (NCCIH, 2015 *Complementary and integrative health for older adults*, para 1).

How often is the course likely to be taught? Once a year.

How does this course fit into the department's curriculum: The course is an elective for the Management of Aging Services major and minor.

What primary student population will the course serve: Undergraduate students who are majoring or minoring in Management of Aging Services and those in health-related majors and minors such as HAPP and SOWK.

Why is the course offered at the level chosen: The course is a 300 level course since there is a pre-requisite course and has the academic demand of an upper level course.

Explain the appropriateness of the recommended course preparation and pre-requisite: Since this is an upper level health-oriented management of aging services course, some recommended understanding of aging or health and wellness is appropriate.

Explain the reasoning behind the regular grading method: The course can be used to fulfill a Management of Aging Service major and minor elective requirement.

Provide a justification for the repeatability of the course: Course can usually be repeated at least once. Course is elective for MAgS major and minor.

ATTACH COURSE SYLLABUS (mandatory): See attached.

AGNG 389: Integrative Approaches to Promoting Wellness in Aging

Course Description

This course will introduce students to fundamental concepts of integrative approaches to healthy aging. Differences between conventional western and integrative approaches to health are presented. Patterns of and motivations for the use of integrative approaches among older adults is covered. Also discussed are the safety and efficacy of major integrative health modalities such as functional medicine, nutrition, supplements and herbs, homeopathy, acupuncture, yoga, qi gong and Tai Chi, mindfulness meditation, and spiritual well-being for older adults.

Course Objectives

1. Analyze trends with motivations for and patterns of use of integrative approaches to wellness among older adults.
2. Describe fundamental concepts of integrative approaches to healthy aging.
3. Analyze key differences between conventional (allopathic) and integrative health approaches.
4. Describe and evaluate the empirical evidence regarding the efficacy and safety of key integrative health modalities for older adults.

Required Text

There is no required text for the class but there are required readings which are found in the **course schedule**. Direct links to websites are provided and readings placed on electronic reserve (UCORES) are indicated here.

Course Requirements

1. **Discussion Boards:** There are five DBs and each is worth 5% and a total of 25% of your final grade. DBs required you to apply important concepts you are learning for the different topics. Students' **main post** is due on Monday at 11:59pm EST and their **peer response** is due on Wednesday at 11:59pm EST of each week. The **main post** should be about 250 words (1 page) in length and the **peer response** should be about 150-200 words. **No late DB main posts or peer responses are accepted.**

2. **Reflection Papers:** There are **two** reflection papers and each is worth **15%** of your final grade. You will need to complete a Reflection Paper for Weeks 8 and 12 so please check the Course Schedule for these weeks. You will be asked to use and write about your experience with an integrative health approach for both these reflection papers. Please practice this approach for **at least 10 minutes at least THREE TIMES during the week**. Then address the following:
- Which integrative health approach did you select? Why did you select it?
 - For how long and how often did you practice it during the week?
 - What was your experience during your practice of this integrative health approach? (e.g. what feelings, thoughts, did you have? What did you like and/or not like?). Did your experience shift over time? If so, how? What is beneficial or not to you? If it was beneficial, how was it beneficial?
 - What did you learn from using this integrative approach?
3. **Personal Integrative Wellness Paper:** This is a semester-long assignment and you will complete different parts of this over the semester. Your final personal integrative wellness paper should be about **three pages** in length.
- **Part 1:** This is worth **10 pts** and **10%** of your final grade. Identify a personal wellness concern and describe its symptoms. What conventional treatments have you tried and what was the outcome? Why might integrative approaches interest you?
 - **Part 2:** This is worth **10 pts** and **10%** of your final grade. Your health goal for your selected health condition, how you might begin to move forward with your health goal, the kind of support you may need to help you realize your health goal. What might you do now to begin to realize your health goal. For help with writing a health goal, please see <https://www.acefitness.org/education-and-resources/lifestyle/blog/6763/a-smart-guide-to-goal-setting>
 - **Part 3:** This is worth **20 pts** and **20%** of your final grade. Please do the following:
 - Select **TWO** integrative health approaches for your identified health condition.
 - Obtain and use at least three scholarly references (e.g. scholarly journal articles, websites from academia, professional associations, and/or government, books) that pertain to two integrative modalities you have selected for your health condition.
 - Discuss the rationale for the use of each of these for your health condition.

- Discuss how each of these integrative approaches may impact your health condition.
- Discuss any possible ethical or legal concerns with each of these integrative health approaches.

NOTE: Please remember that this assignment asks you to identify, describe, and evaluate the integrative approaches. It does not ask you to use or implement them since it is important to consult with your physician or health care provider before using any approach or treatment.

Summary of Required Assignments

Assignment	% Final Grade Assignment is Worth	# Points Assignment is Worth	Due date
5 Discussion Boards	Each is worth 4% for a total of 20%	10 pts	
2 Reflection Papers	Each is worth 15% for a total of 30%	10 pts	
Integrative Wellness Paper: Part 1	10%	10 pts	
Integrative Wellness Paper: Part 2	10%	10 pts	
Integrative Wellness Paper: Part 3	30%	20 pts	
Total	100%	60 pts	

Course Schedule

Week 1: Fundamentals of Integrative Approaches	Due Date
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Learning Objectives	<ul style="list-style-type: none"> Describe trends in the motivations for and use of integrative health modalities among older adults. Describe fundamental concepts of integrative health approaches and how these differ from conventional (allopathic) medicine. 	
Readings	<ul style="list-style-type: none"> Groden, S., Woodward, A., Chatters, L., and Taylor, R. (2017). Use of complementary and alternative medicine among older adults: differences between baby boomers and pre-boomers. <i>American Journal of Geriatric Psychiatry</i> 25 (12), 1393-1401 (just read the abstract) Evans, R., Vihstadt, C., Westrom, K., and Baldwin, L. (2015). Complementary and integrative healthcare in a long-term care facility: a pilot project. <i>Global Advances in Health and Medicine</i>, 4 (1), 18-27. (just read the abstract) Rakel, D. (2017). Part 1: Chapters 1-2. <i>Integrative medicine</i>. 4th edition. Philadelphia, PA: Elsevier. 	
Activities	<ul style="list-style-type: none"> Review PPT and video for Module 1 	
Discussion	<ul style="list-style-type: none"> DB 1: Main post due on Monday, Peer response due ton Wednesday 	

Week 2: Fundamentals of Integrative Approaches (continued)		Due Date
Learning Objectives	<ul style="list-style-type: none"> Describe trends in the motivations for and use of integrative health modalities among older adults. 	

	<ul style="list-style-type: none"> Describe fundamental concepts of integrative health approaches and how these differ from conventional (allopathic) medicine. 	
Readings	<ul style="list-style-type: none"> Newman, T. (2016). <i>Psychoneuroimmunology: laugh and be well</i>. https://www.medicalnewstoday.com/articles/305921.php Rakel, D. (2017). Part 1: Chapters 3-4. 	
Personal Integrative Wellness Paper	<ul style="list-style-type: none"> Part 1 Personal Integrative Wellness Paper 	

Week 3 Functional Medicine		Due Date
Learning Objectives	<ul style="list-style-type: none"> Describe basic concepts of functional medicine Analyze how functional medicine differs from conventional (allopathic) medicine. 	

	<ul style="list-style-type: none"> • Complete a Functional Medicine Matrix for a selected health condition 	
Readings	<ul style="list-style-type: none"> • Institute for Functional Medicine: <i>Functional medicine determines how and why illness occurs and restores health by addressing the root causes of disease for each individual</i>, https://www.ifm.org/functional-medicine/ • Functional Medicine Model, http://sharlinfoxmed.com/wp-content/uploads/2016/06/functional-medicine-timeline.png • • Hyman, M. <i>About functional medicine</i>, http://drhyman.com/about-2/about-functional-medicine/ 	

Week 4: Nutrition		Due Date
Learning Objectives	<ul style="list-style-type: none"> • Discuss basic healthy nutrition for older adults and ways of promoting this. • Evaluate the safety and efficacy of different nutritional supplements using scholarly sources. 	
Readings	<ul style="list-style-type: none"> • Wendt, W., Rotkiewicz, A., and Berg, A. (2018). Geriatric nutrition. In M. Kogan (Ed). <i>Integrative geriatric medicine</i> (pp. 10-39). NY, NY: Oxford University Press. 	
Activities/Assignments	<ul style="list-style-type: none"> • YouTube: Alliance for Aging, 2016, <i>Healthy aging with nutrition</i>, https://www.youtube.com/watch?v=KD-FmeueFUo 	
Discussion	<ul style="list-style-type: none"> • DB 2: Main post due on Monday, Peer response due ton Wednesday 	

Week 5: Exercise		Due Date
Learning Objectives	<ul style="list-style-type: none"> • Discuss different recommend kinds of healthy exercise for older adults and ways of promoting this. • Analyze the effects of exercise on health and physical functioning of older adults 	
Readings	<ul style="list-style-type: none"> • Cleaver, J, Kehaya, A., and Kogan, M. (2018). Exercise, frailty, and functional reserve: concepts and optimization. In M. Kogan (Ed). <i>Integrative medicine</i>, 4th edition. (pp. 40-57) 	
Activities/Assignments	<ul style="list-style-type: none"> • . Part 2 Personal Wellness Paper 	

Week 6: Nutrition and Herbs (continued)	Due Date
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Learning Objectives	<ul style="list-style-type: none"> • Discuss basic healthy nutrition for older adults and ways of promoting this. • Evaluate the safety and efficacy of different nutritional supplements using scholarly sources. 	
Readings	<ul style="list-style-type: none"> • NIH: Office of Dietary Supplements: <i>Dietary supplements: what you need to know</i>, https://ods.od.nih.gov/HealthInformation/DS_WhatYouNeedToKnow.aspx • NIA, <i>Dietary supplements</i>, https://www.nia.nih.gov/health/dietary-supplements 	
Activities/Assignments	<ul style="list-style-type: none"> • YouTube: NIH/NIHOD: <i>Dietary supplements: what you need to know</i>, https://www.youtube.com/watch?v=-tY1Ln9JfVs • YouTube: Alliance for Aging, 2016, <i>Healthy aging with nutrition</i>, https://www.youtube.com/watch?v=KD-FmeueFUo • Part 2 Personal Wellness Paper 	
Week 7: Homeopathy		Due Date
Learning Objectives	<ul style="list-style-type: none"> • Discuss basic concepts of homeopathy, its uses and mechanisms of action. • Analyze the efficacy and safety of homeopathy for different health conditions, especially in older adults 	
Readings	<ul style="list-style-type: none"> • Rakel, D. (2017). Chapter 115 (pp. 1064-1072). 	

Week 8: Acupuncture		Due Date
Learning Objectives	<ul style="list-style-type: none"> • Describe basic concepts about acupuncture, its uses, and mechanisms of action. • Evaluate the safety and efficacy of acupuncture, especially for older adults 	

Readings	<ul style="list-style-type: none"> Gabriel, A. and Hoyt, T. (2018). Acupuncture and traditional Chinese medicine (TCM). In M. Kogan (Ed). <i>Integrative geriatric medicine</i> (pp. 75-88). NY, NY: Oxford University Press. 	
Discussion	<ul style="list-style-type: none"> DB 3: Main post due on Monday, peer response due on Wednesday 	

Week 9: Mindfulness		Due Date
Learning Objectives	<ul style="list-style-type: none"> Describe mindfulness meditation, its uses, and its mechanisms of action. Evaluate the efficacy and safety of mindfulness meditation, especially for older adults. 	
Readings	<ul style="list-style-type: none"> Kumar, S., Adiga, K., and George, A. (2014). Impact of mindfulness-based stress reduction on depression among elderly residing in residential homes. <i>The Nursing Journal of India</i>, 105 (6), 248-251. (just read the abstract). Khoury, B. Sharma, M., Rush, S., and Fournier, C. (2015). Mindfulness-based stress reduction for healthy individuals: a meta-analysis. <i>Journal of Psychosomatic Research</i>, 78 (6), 519-528. (just read the abstract). 	
Activities/Assignments	<ul style="list-style-type: none"> YouTube: University of Massachusetts, Center for Mindfulness in Health Care and Society, <i>How can mindfulness change your Life</i>, https://www.youtube.com/watch?v=EJjyrzqkXrE YouTube: Kabat-Zinn, J. (2014). Guided mindfulness meditation series 1 (audio excerpt) https://www.youtube.com/watch?v=8HYLYuJZKno OR other mindfulness meditation of your choice. 	

Week 10: Tai Chi		Due Date
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Learning Objectives	<ul style="list-style-type: none"> Describe Tai Chi as an integrative health approach and how it works. Analyze the safety and efficacy of Tai Chi/Qi Gong, especially for older adults 	
Readings	<ul style="list-style-type: none"> Davis, A. (2017). Tai Chi. In M. Kogan (Ed). <i>Integrative geriatric medicine</i> (pp. 104-107). NY, NY: Oxford University Press. 	
Activities/Assignments	<ul style="list-style-type: none"> Use ONE Tai Chi exercise unless medically contraindicated for at least 10 minutes, at least three times this week: Taiji/tai chi-low impact first lesson for seniors, https://www.youtube.com/watch?v=ha1EF4YyvUw, <i>Easy Qigong & easy tai chi-senior and elderly exercise</i> https://www.youtube.com/watch?v=tLct1y6Qdok (use either of these or another Tai Chi exercise of your choice). YouTube: Tufts Health Plan Foundation, 2014, <i>The benefits of tai chi for older adults</i>, https://www.youtube.com/watch?v=D-GFreeZTow 	
Discussion	<ul style="list-style-type: none"> DB 4, main post due on Monday, peer response due on Wednesday. 	

Week 11: Yoga		Due Date
Learning Objectives	<ul style="list-style-type: none"> Describe yoga, its uses, and mechanisms of action. Evaluate the efficacy and safety of yoga, especially for older adults. 	
Readings	<ul style="list-style-type: none"> Mooventhan, A. and Nivethitha, L. (2017). Evidence-based effects of yoga practice on health-related problems of elderly people: a review. <i>Journal of Bodywork and Movement Therapies</i>, 21 (4), 1028-1032. (just read the abstract). 	

Activities	<ul style="list-style-type: none"> Please practice yoga using the following YouTube OR a yoga exercise of your choice for at least 10 minutes, at least three times this week unless medically contraindicated: University of Wisconsin School of Medicine and Public Health, Dept of Family Medicine, <i>Senior Yoga-Afternoon</i>, https://www.youtube.com/watch?v=sSRdSmvSYhg 	
Week 12: Yoga (continued)		Due Date
Learning Objectives	Please see above	
Readings	<ul style="list-style-type: none"> NIH/NCCIH, 2013, <i>Yoga: in depth</i>, https://nccih.nih.gov/health/yoga/introduction.htm 	
Activities	<ul style="list-style-type: none"> Please practice yoga using the following YouTubes OR a yoga exercise of your choice for at least 10 minutes, at least three times this week: University of Wisconsin School of Medicine and Public Health, Dept of Family Medicine, <i>Senior Yoga-Afternoon</i>, https://www.youtube.com/watch?v=sSRdSmvSYhg 	
Discussion		

Week 13: Guided Imagery		Due Date
Learning Objectives	<ul style="list-style-type: none"> Describe guided imagery and mechanisms of action. Evaluate the efficacy and safety of guided imagery/hypnosis, especially for older adults. 	
Readings	<ul style="list-style-type: none"> Rakel, D. (2017). <i>Integrative Medicine (Chapter 97: Guided imagery and interactive guided imagery, pp. 930-936)</i>. Philadelphia, PA: Elsevier. Health Journey, 2017, <i>What is guided imagery?</i> https://www.healthjourneys.com/guided-imagery-101/ 	
Activities	<ul style="list-style-type: none"> Please practice guided imagery using the YouTube, Health Journeys, <i>Guided imagery for stress reduction with Bellaruth Naparstek</i>, 	

	https://www.youtube.com/watch?v=iyd4MOI_R8 OR use a guided imagery exercise of your choice for at least 10 minutes and at least three times this week.	
Discussion	<ul style="list-style-type: none"> DB 5: Main post due on Monday, Peer response due on Wednesday. 	
Week 12: Guided Imagery (continued)		Due Date
Learning Objectives	Please see above	
Readings	<ul style="list-style-type: none"> Kim B., Newton, R., Sachs, M, Glutting, J., and Glanz, K. (2012). Effect of guided relaxation and imagery on falls self-efficacy: a randomized controlled trial. <i>Journal of the American Geriatrics Society</i>, 60 (6), 1109-1114. (just read the abstract) Giacobbi, P., Stabler, M., Stewart, J, Jaeschke, A., Siebert, J., Kelley, G. (2015). Guided imagery for arthritis and other rheumatic diseases: a systematic review of randomized controlled trials. <i>Pain Management Nursing</i>, 16 (5), 792-803. (just read the abstract) 	
Activities	<ul style="list-style-type: none"> Please practice guided imagery using the YouTube, Health Journeys, <i>Guided imagery for stress reduction with Bellaruth Naparstek</i>, https://www.youtube.com/watch?v=iyd4MOI_R8 OR use a guided imagery exercise of your choice for at least 10 minutes and at least three times this week. Reflection Paper 2 	

Course Policies

Academic Integrity Policy: By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, **but is not limited to**, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory. For more information on avoiding plagiarism, please go to <http://www.umbc.edu/integrity/students.html>

Policy on Late Assignments

NO written assignment or discussion board forum may be submitted after the due date! The only exceptions to this are extreme situations such as death in the family, personal illness, military deployment and is always left up to the discretion of the instructor. The instructor may request official documentation as to the nature of the emergency or circumstance that made it impossible for the student to submit the written assignment by the due date. The decision to accept a late assignment always be made at the instructor's discretion.

NO documentation or requests for submission of late work or an excused absence will be accepted after the due date for the assignment or a specific attendance date.

Guide for Preparing Written Assignments

All written assignments are to be:

- Typed and double spaced
- Include the student's first and last names on the title page
- Include the title of the assignment on the title page
- Be submitted no later than the due date
- Follow the American Psychological Association (APA) format for citation of references and bibliography
- Be in compliance with the University policy on academic honesty

Grading:

To avoid ambiguity, all graded items will be assigned point scores and points will be used to establish final grades. Students should track their points during the semester and see the instructor as soon as any problems appear.

Incomplete grades will be given only in exceptional circumstances and is left up to the discretion of the instructor. There is no extra credit option.

The grading scale used for this course is the following:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below = F

Grading Guide

Grade of "A"

An assignment with a grade of "A" is clearly outstanding in its content, organization of ideas, and writing mechanics. Specifically, it has accomplished the following:

- Thoroughly discusses and supports the main ideas
- Accuracy is maintained throughout the paper
- Demonstrates clear understanding of the topic and its main points
- Ideas are presented in a clear and organized manner
- Demonstrates good writing mechanics with spelling, punctuation, and sentence structure
- Demonstrates critical thinking on the topic

Grade of "B"

An assignment with a grade of "B" fulfills the requirements of the assignment but may demonstrate some difficulty with at least one of the following:

- Main points may not be adequately addressed, may lack adequate introduction, body, or conclusion; ideas addressed may not be adequately supported by the literature, adequate comprehension of topic not clearly demonstrated
- Ideas may not be presented in a logical, organized way
- Writing mechanics may be flawed due to problems with sentence structure, grammar, and/or spelling

Grade of "C"

An assignment with a grade of "C" demonstrates inadequate coverage of the topic and at least a few or more of the following difficulties:

- Lack of a proper introduction, body, and/or conclusion, inadequate support for arguments or ideas, may demonstrate inaccuracies in information or ideas present,
- Lack of organization and development of main points, lack of support provided for main points; may include ideas not relevant to the topic
- Difficulties with spelling, proper punctuation, and APA format in several areas of the paper

Grade of "D"

An assignment with a grade of "D" has several weaknesses that are woven throughout the entire paper, rendering it very difficult to follow and demonstrating clear problems with accuracy and completeness. These include a number of the following:

- Lack of proper introduction, body, conclusion, complete lack of adequate coverage of main ideas related to the topic, adequate support consistently not provided for main ideas or arguments, and/or inaccuracies in ideas or information presented
- Ideas not presented in a coherent, organized, logical manner; may include ideas not relevant to the topic
- Consistent difficulties with sentence structure, punctuation, grammar, spelling, and/or APA format for references and citations.

Grade of "F"

An assignment with a grade of "F" is given to a paper that includes the demonstration of serious difficulties with content, organization of ideas, and writing mechanics.