American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts & Humanities

Child and Family Development

CHFD498

Senior Seminar in Child and Family Development

3 Credit Hours

8 Week Course

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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course covers major issues within the field of child and family development. Historical underpinnings of theory and practice, factors influencing family function and dysfunction across the lifespan, family education and guidance, law and public policy related to children and families, family resource management, and ethical and professional issues confronting practitioners in field are examined. Extensive research, reading and synthesis of scholarly and professional resources are required.

Prerequisite: Student must have SENIOR standing to register.
Course Scope

This capstone course incorporates child and family development related knowledge domains from the student’s undergraduate degree program, including fundamental and advance degree and discipline related concepts. It provides students with opportunities to demonstrate what they have learned during their academic careers and to prepare for entering their respective professional field specialties.

Course Objectives

Students successfully completing this course will demonstrate the following knowledge and skills:

1. Describes fundamental and advanced concepts concerning the processes of child and family development
2. Summarizes key contemporary issues facing children and families in contemporary society
3. Evaluates the validity of discipline related literature.
4. Explains the key ethical and professional issues confronting practitioners in field of child and family development

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Assignments include classroom dialogs accomplished in groups through threaded forums, examinations, and various written assignments.

Course Materials

Textbook:

*Tools for Ethical Thinking and Practice for Family Life Education (3rd Ed.)*. Publication of the National Council on Family Relations (NCFR)
ISBN: 0-916174-700
Evaluation Procedures

During this course students will engage in extensive and in-depth research, reading and writing activity. The assignments fall into three categories, a literature review, an investigation of organizational resources and an exploration of career opportunities related to the field of child and family development. Additionally, students will complete a major midterm and final exam containing essay questions focused on case vignettes concerning ethical issues confronting professionals in the field. **Note:** Once any type of assignment has been scored, it cannot be resubmitted for re-scoring. Resubmissions are reserved solely for advancing student knowledge.

### CHFD498 ASSIGNMENTS

As a capstone course, CHFD498 is a writing intensive experience requiring students to engage with scholarly peer reviewed literature and other discipline related resources. It is expected that students entering this final phase of their undergraduate academic development will have an ability to communicate via advanced level writing in-depth knowledge of their discipline. While there are specific due dates for the assignments below, in general students should plan to work steadily across the eight weeks. None of the assignments are amenable to last minute work and submissions that appear rushed and/or cursory will result in significant point loss that may negatively impact the course grade. This is the student’s time to show that he or she has the knowledge and skills requisite for entry into her or his discipline related field or graduate level education. **Note:** *All multiple part assignments should be submitted as a single file.*

### ASSIGNMENT: NCFR SUBSTANCE AREAS LITERATURE REVIEW PROJECT

(Addresses Course Objectives 1 & 3) Below are the 10 “Substance Areas” of the National Council on Family Relations (NCFR), a professional organization whose mission it is to “To provide an educational forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establish professional standards, and work to promote family well-being” ([http://www.ncfr.org/](http://www.ncfr.org/)).

During the 8 weeks of this senior seminar students will, with the guidance of their instructor, select and conduct a review of peer reviewed literature related to the 10 substance areas (Note: *All articles must be retrieved from the APUS online library*). The phrase “peer reviewed” means that a publication contains articles reviewed and deemed academically sound and scientifically rigorous by the author’s peers in the field. Students will select, from the larger body of child and family development literature, three peer reviewed journal articles per substance area and review, summarize and critique them in one paper per area (each article review should be between 1 and 1½ pages – double-spaced, equating to **3-4 ½ pages per substance area**). The format for this assignment should be:

1. Substance Area Name
   a. Research article 1 (include the title of the article)
   b. Research article 2 (include the title of the article)
   c. Research article 3 (include the title of the article)

Use this format for each of your Substance Areas.
Week 4: Substance Areas 1 -5 reviews must be completed by the end of Week 4 of the course and compiled into a midterm literature review packet to be submitted by the end of the week. This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 4.

Week 8: Similarly, by 11:59 PM EST on Sunday of Week 8, your Substance Areas 6 – 10 reviews must be compiled and combined with the previous five articles and submitted as one literature review with descriptions at the end of what was learned while conducting the course-long review.

NOTE: This final paper forms the major writing assignment of this capstone course and as such should exemplify higher level writing skills and demonstration of knowledge relevant to degree discipline. It must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition. http://owl.english.purdue.edu/owl/resource/560/01/ is an excellent web-source for reviewing APA rules and fine tuning one’s APA formatting skills. A link to this website is located in the APUS online library.

NCFR Substance Area #1 - FAMILIES IN SOCIETY
  e.g., Structures & Functions; Cultural Variations; Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority Families; Changing Gender Roles; Demographic Trends; Historical Issues; Work-Family Relationships; Societal Relations

NCFR Substance Area #2 - INTERNAL DYNAMICS OF FAMILIES
  e.g., Internal Social Processes; Communication; Conflict Management; Normal Family Stresses; Family Crises; Special Needs in Families.

NCFR Substance Area #3 - HUMAN GROWTH & DEVELOPMENT OVER THE LIFESPAN
  e.g., Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.

NCFR Substance Area # 4 - HUMAN SEXUALITY
  e.g., Reproductive Physiology; Biological Determinants; Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Sexual Response; Sexual Dysfunction; Influence on Relationships

NCFR Substance Area #5 - INTERPERSONAL RELATIONSHIPS
  e.g., Self and Others; Communication Skills; Intimacy, Love, Romance; Relating to Others.

NCFR Substance Area # 6 - FAMILY RESOURCE MANAGEMENT
  e.g., Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions.

NCFR Substance Area #7 - PARENT EDUCATION AND GUIDANCE
  e.g., Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles Over the Life Cycle.

NCFR Substance Area # 8 - FAMILY LAW AND PUBLIC POLICY
  e.g., Family and the Law; Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family.
NCFR Substance Area # 9 - ETHICS
e.g., Formation of Values; Diversity of Values in Pluralistic Society; Examining Ideologies; Social Consequences of Value Choices; Ethics and Technological Changes; Ethics of Professional Practice

NCFR Substance Area # 10 - FAMILY LIFE EDUCATION METHODOLOGY
e.g., Planning and Implementing; Evaluation; Education Techniques; Sensitivity to Others; Sensitivity to Community Concern.

ASSIGNMENT: PROFESSIONAL ASSOCIATIONS REVIEW AND REPORT
(Addresses Course Objective 1) For this assignment, research each of the organizations below and write a one and a half page summary of its purpose/function/benefits and the resources it offers to members and general the public (if available). NOTE: These five brief papers must contain paraphrases of organization website content with proper APA source citations in-text and as part of an attached “Reference(s)” page and NOT content copied directly from the sites (the latter constitutes plagiarism and will void the assignment points and result in a course grade of “F” if multiple instances are detected). This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 3. As with other written assignments, all work must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition.

American Association of Family and Consumer Sciences (AAFCS) www.aafcs.org
National Council of Family Relations (NCFR) www.ncfr.org
National Association of Education of Young Children (NAEYC) www.naeyc.org
Early Childhood Intervention (ECI) www.dars.state.tx.us/ecis
Child Life Council, www.childlife.org

ASSIGNMENT: CAREER OPPORTUNITIES RESEARCH AND REPORT
(Addresses Course Objectives 1 & 2) After researching the child and family development related careers below write two thorough and succinct paragraphs summarizing the job responsibilities and career outlook for each. For this assignment, the Occupational Outlook Handbook (http://www.bls.gov/oco/) and the organizational websites above may prove helpful resources. Once the 12 sets of paragraphs are complete, compile them into a single APA formatted paper using the career titles as in-text headings. End the paper with a two to three paragraphs on which of the careers is most appealing and which is least appealing to you and explain why. This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 5. As with other written assignments, all work must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition.

• Child Life Specialist
• Early Childhood Intervention
• Adult Protective Services
• Court Appointed Special Service
• Head Start Administrator/Teacher
• Forensic Interviewer
• Children's Protective Services
ASSIGNMENT: INTERVIEW A PROFESSIONAL IN THE FIELD

Note: This assignment focuses on interviewing a professional whose primary responsibility is directly related to child or family development (for example, a school teacher would NOT be appropriate for this interview). Also, your interviewee cannot be a family member or close friend.

(Addresses Course Objectives 1, 2, & 4) For this assignment the student must develop a set of questions to be asked during an in-depth interview of a professional in the field of child and/or family development. The questions, which must be submitted to the course instructor for approval prior to the end of Week 3 of the course (be sure to include who you are interviewing and his/her title/position), should inquire about the interviewee’s job responsibilities, academic preparation for entry into the field including course work and practical hands-on training, on-the-job training and experience, satisfaction with the job and work environment, and recommendations to anyone considering entering the field. The interview must be finished and a paper including each question with a summary of the professional’s answers and two or three paragraphs at the end describing what the student learned during the interview is due in your Student Folder by 11:59 PM EST on Sunday of Week 7. The lists of career opportunities and professional organizations above are good resources when choosing a professional to interview. Interviews may be conducted on site (for this the student must send to the potential interviewee a respectful and professional inquiry about the possibility of an interview) or on the phone. Online asynchronous (e.g. e-mail) or synchronous (e.g. IM or Chat) interviews are not acceptable for this assignment. A brief letter of documentation from the interviewee indicating that the interview was conducted over the phone or in-person must be submitted via e-mail—this must be sent directly by the interviewee from a professional e-mail account (not a hotmail, g-mail, or similar public domain) and not forwarded by the student (NOTE: This assignment will not be accepted for grading without the interviewee verification documentation (must be sent from his/her official work e-mail – no personal e-mail addresses will be accepted). Please send this documentation to both my regular APUS e-mail account AND copied to my personal e-mail address at: drbbayley@hotmail.com.). This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 7. As with other written assignments, all work must be in compliance with university academic standards and formatting rules of the American Psychological Association (APA) – 6th Edition.

NOTE: Your final interview should be between 5-7 pages in length (double-spaced). Remember, this is an in-depth interview, not a series of brief questions.

Forum Participation

(Addresses Course Objectives 1, 2, 3, & 4) We will have weekly Forum Assignments. Each Forum will activate early Monday morning and comprise of two parts. Your initial reply (500 word minimum) to the question/topic will be due by Friday at 11:59 PM EST (70% of Forum score) and at least two follow-up responses (250 word minimum each) to two other students’ initial post by 11:59 PM EST Sunday (two days later – 30% of Forum score). All three replies
should incorporate expanded thought and detail, and be posted to the Forum section of this class. Short or incomplete posts will have points deducted. In addition, the thoughts/position in your initial reply must be supported by at least two empirical sources (one of which must be an academic journal article). Acceptable empirical sources are limited to academic journals, textbooks, or government websites. Remember, your Forum posts should not be a review of literature, but instead your own personal beliefs supported by fact. All empirical support must be formatted using APA (6th Edition) standards. For those needing assistance with APA format, you might find the follow sites useful or as always, please feel free to contact me at anytime:

APA Links
http://www.apus.edu/Online-Library/tutorials/apa.htm
http://owl.english.purdue.edu/owl/resource/560/18/

Mid-term and Final Exams
(Addresses Course Objectives 1, 2, 3, & 4) Students will complete a midterm and final exam comprised of essay questions requiring a demonstration of theoretical and applied applications of knowledge gained throughout this course and your degree program. As with your Forum responses, each Mid-term and Final exam reply must be supported by empirical fact and formatted using APA (6th Edition) standards. Note: Once an exam has been started you must complete it in a single session. You CANNOT logout and then log back in to finish.

Late Work Policies
Unless arrangements have been made with your professor prior to an assignment being due, late work will receive a 10-point deduction for each day past the due date. Work that is submitted one week after the due date will receive a zero.

Exams – Unless arrangements have been made with your professor prior to an exam being due, your mid-term and final exams will not be reset unless the university can verify a technical issue beyond your control.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>NCFR SUBSTANCE AREAS LITERATURE REVIEW PROJECT</td>
<td>30%</td>
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<tr>
<td>PROFESSIONAL ASSOCIATIONS REVIEW AND REPORT</td>
<td>12.5%</td>
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<tr>
<td>CAREER OPPORTUNITIES RESEARCH AND REPORT</td>
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<tr>
<td>INTERVIEW A PROFESSIONAL IN THE FIELD</td>
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<td>SUBMIT INTERVIEW QUESTIONS</td>
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<td>ETHICAL PRACTICE BASED MIDTERM AND FINAL EXAMS</td>
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<td>FORUM ACTIVITY</td>
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_Instructors have 7 days following the end of the course to submit course grades to the University._

**IMPORTANT NOTE:** Collaboration on coursework, unless so assigned by the course instructor, is not allowed. All written assignments must be in your own words and properly referencing any paraphrases or quotes of published authors’ work (the latter of which should be used very sparingly) and should submitted error free and in accordance with the APUS writing standards found in the Student Handbook in the e-classroom. Students must attend to the above VERY carefully. _ANY_ copying from the Internet or other published sources found in any course assignments, including discussion boards will result in an automatic score of zero with no option
for revision. More than one instance of copying will result in a failing grade for the course. You should proofread each assignment carefully before submitting it. Spelling and grammar errors will result in point deductions.

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Grade Scale

APUS Grade Scale
http://www.apus.edu/student-handbook/grading

Course Schedule

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<td>Topic assigned by instructor on the board.</td>
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<td>WEEK 3 FORUM</td>
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<td>Topic assigned by instructor on the board.</td>
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<td></td>
<td>PROFESSIONAL ASSOCIATIONS REVIEW AND REPORT AND QUESTIONS FOR INTERVIEW OF PROFESSIONAL IN THE FIELD</td>
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<td>This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 3.</td>
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<td>MIDTERM NCFR SUBSTANCE AREAS 1 – 5 RESEARCH</td>
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<td>This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 4.</td>
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<td>Week</td>
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<td>5</td>
<td>ESSAY MIDTERM</td>
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<td>WEEK 5:</td>
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<td>WEEK 5 FORUM</td>
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<td></td>
<td>CAREER OPPORTUNITIES RESEARCH AND REPORT</td>
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<td>This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 5.</td>
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<td>WEEK 6 FORUM</td>
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<td>WEEK 7 FORUM</td>
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<td>Topic assigned by instructor on the board.</td>
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<td>PROFESSIONAL INTERVIEW</td>
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<td>This assignment is due in your Student Folder by 11:59 PM EST on Sunday of Week 7.</td>
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<td>8</td>
<td>WEEK 8:</td>
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<td>WEEK 8 FORUM</td>
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<td>Topic assigned by instructor on the board.</td>
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<td>Submit all 10 NCFR Substance Area research paper reviews (Mid-term paper combined with post midterm Substance Areas 6 – 10 per assignment instructions) due in your Student Folder by 11:59 PM EST on Sunday.</td>
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<td></td>
<td>ESSAY FINAL EXAM</td>
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ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING

WRITING POLICY
http://www.apus.edu/student-handbook/writing-policy

WRITING STANDARDS
http://www.apus.edu/student-handbook/writing-standards

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

COURSE EXTENSIONS
http://www.apus.edu/student-handbook/extension

DROP/WITHDRAWAL POLICY
http://www.apus.edu/student-handbook/withdrawal

STUDENT RIGHTS AND RESPONSIBILITIES
http://www.apus.edu/student-handbook/rights-responsibilities

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.
Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) , : ), 😊

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and to faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Turnitin.com: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Smarthinking: Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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**Professor Biography**

Dr. Bayley has Bachelor of Science in Sociology/Criminology (with a minor in adult and juvenile corrections), a Masters in Family Ecology (with emphases in juvenile delinquency and the bi-directional relationships between crime and the family), and a Doctorate in Family and Human Development (with emphases in juvenile delinquency, crime and the family, and improving law enforcement/juvenile interactions). Professionally, he’s a retired correctional officer from California and spent three years working as a juvenile probation officer for the State of Utah. His current areas of research include ethics training for family life professionals and job satisfaction among those in the child and family development disciplines.

**Appendix**

**Grades Explained**

A = An exceptional grade for distinctly superior work. The student demonstrates a clear ability to understand and articulate the concepts presented, has thoroughly mastered the subject, displays marked initiative and exhibits intellectual curiosity. The student has produced creative, evaluative work of superior quality that shows a full range of cognitive skills including knowledge, comprehension, application, analysis, synthesis, and evaluation.

B = An above average grade for achievement of a high order. This grade is reserved for above average work that falls below an "A". The student has intellectually fulfilled the requirements and has achieved excellence in all aspects of his/her work including completeness, accuracy of knowledge, independence, creativity, and critical thought. The student demonstrates most levels of cognitive skills including knowledge, comprehension, application, analysis, synthesis, and evaluation.

C = An average grade for a student who is performing satisfactory work as one would expect of a college student at his/her particular grade level and who devotes a reasonable amount of time, effort, and attention to assignments. A senior would be expected to demonstrate higher quality than a freshman. This is an average grade but not above average and most students fall into this range. The student shows evidence of knowledge about the subject, is able to analyze concepts, and demonstrates full participation in all aspects of the class, evidencing middle level cognitive skills including knowledge, comprehension, application, and analysis.

D = A passing grade indicating that in one or more aspects the student failed to achieve the minimum course standards but demonstrated overall quality sufficient to pass.

F = A grade for unsatisfactory performance that carries no credit as a final grade.

+ or - can be added to a grade to indicate that the student falls at the higher end or lower end of the grade range. There is no A+ or F+. 