

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Social Science
Prefix	ISS	Number	415
		Title	Knowledge Management
Is this a cross-listed course?	No	If yes, please identify course(s)	

Is this a shared course? No If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials
N/A
(Required)

Course description: Overview of concepts in knowledge management, types of knowledge, processes of knowledge generation, codification and transfer, role of technology and networks in knowledge management and effective leveraging of organizational intellectual capital.

Requested designation: Social-Behavioral Sciences-SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SO/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 12/14/16

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	ISS415 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ANTHROPOLOGY ECONOMICS CULTURAL GEOGRAPHY HISTORY </td> <td style="width: 50%; vertical-align: top;"> ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> ANTHROPOLOGY ECONOMICS CULTURAL GEOGRAPHY HISTORY 	ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY	ISS415 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.
<ul style="list-style-type: none"> ANTHROPOLOGY ECONOMICS CULTURAL GEOGRAPHY HISTORY 	ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	ISS415 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS415 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> Courses with primarily arts, humanities, literary or philosophical content. Courses with primarily natural or physical science content. Courses with predominantly applied orientation for professional skills or training purposes. Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
ISS	415	Knowledge Management	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	Students will gain an understanding and knowledge of human interaction by studying knowledge development mechanisms across the disciplines of social science and develop skills for processing information, generating knowledge from data, communicating knowledge and information and understanding the role of knowledge management in advancing interactions at the professional and private levels.	<p>This course presents an overview of concepts in knowledge management, types of knowledge, processes of knowledge generation, codification and transfer of knowledge, role of technology and networks in knowledge management and effective leveraging of organizational intellectual capital to advance human communication and understanding.</p> <p>By the of this course, students will demonstrate an understanding of the impact of knowledge (or lack of it) on key decisions, and the role of effective knowledge management in advancing human understanding and interaction. The course has been designed to achieve these learning outcomes. The course syllabus and schedule provide the details of how the course content will achieve the learning goals and meet the requirements for the SB designation.</p>
2. Course content emphasizes the study of social behavior.	The course will facilitate the study of social behavior through understanding of the processes through which knowledge as an ontological reality is generated and the different sources of human knowledge and the factors that are critical to the accumulation and transfer of social knowledge.	The Learning Outcomes emphasize that students will gain understanding of the role of knowledge at the professional and personal levels of interactions, the necessity for knowledge management to deal with large amount of data and information as well as develop skills for communicating knowledge and information. These outcomes will be achieved by drawing insights from sociology, political science, economics and anthropology. For instance, Chapter 5 of the core textbook focuses on knowledge sharing and communities of practice, concepts that fall within the terrain of social behavior.

<p>3. Course emphasizes BOTH a) the distinct knowledge base of the social sciences AND b) the distinct methods of inquiry of the social and behavioral sciences.</p>	<p>While this course draws insights from other disciplines such as communication, it is a social science course because knowledge management is concerned with how societies generate information, codify them into knowledge, and most importantly, determine what kinds of knowledge have social value and therefore worth storing in the collective memory of society or through external storage mechanisms.</p>	<p>Through a major research assignment, the course will equip students with the social science tools of qualitative and quantitative research, data analysis and research writing. They will also be able to demonstrate ability to apply social concepts to real life through the research and other assignments in the course.</p> <p>Other course assignments designed to emphasize the distinct knowledge base of the social sciences and methods of inquiry include weekly class discussions framed around current issues but with the aim of creating opportunities for students to demonstrate the application of abstract concepts to everyday lived experiences.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>Students completing this course are expected to develop an understanding of social science perspective and data as they relate to the specific field of knowledge management.</p>	<p>At the end of this course, students will develop an understanding of knowledge management as a tool to deal with large amounts of data and information as well as suitable skills in using the tools of the social sciences to sharpen their analytical skills. They will also develop skills for communicating knowledge and information in ways that are appropriate to the social sciences.</p> <p>Materials (journal articles and audiovisuals) more specific to the social sciences will supplement the core textbook to broaden students' learning experiences.</p>

Syllabus

ISS 415: Knowledge Management

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Instructor: Patience Akpan-Obong

Office: Santa Catalina 252J, 7291 E. Sonoran Arroyo Mall, ASU Polytechnic

Contact Info: patience.akpan@asu.edu; (480)727-1489.

Course Goals: Overview of concepts in knowledge management, types of knowledge, processes of knowledge generation, codification and transfer; role of technology and networks in knowledge management and effective leveraging of organizational intellectual capital. Proposed General Studies

Learning Outcomes:

By the end of this course, each student will have demonstrated that they are able to:

- Understand knowledge development mechanisms across the disciplines of social science
- Be aware of the role of knowledge at the professional and personal levels of interactions
- understand the impact of knowledge (or lack of it) for important decisions
- understand the necessity for knowledge management to deal with large amount of data and information
- understand the role of computer-based tools and technologies for knowledge management
- Development skills for communicating knowledge and information, especially writing skills

Required Course Texts/ Readings/Materials:

1. Dalkir, Kimiz & Liebowitz, Jay. (2011) *Knowledge Management in Theory and Practice (2)*. The MIT Press
2. Manlio Del Giudice , Elias G. Carayannis, Maria Rosaria Della Peruta (2012), *Cross-Cultural Knowledge Management: Fostering Innovation and Collaboration Inside the Multicultural Enterprise*, Springer

Course Format:

The course is delivered fully online. Our week begins on Monday and ends at midnight on Friday when all weekly activities must be completed.

Coursework

The course has three assignment modules: a research paper, class participation, and a final exam.

1. The research paper constitutes 60% of the course grade assigned as follows:

- a) Outline and research description – 5% of the course grade
- b) First draft – 20%
- c) PowerPoint Presentation – 10%
- d) Final submission – 25%

2. Students are expected to engage actively in classroom discussions and analysis of issues raised in the

readings. Thus there will be weekly discussion questions on Blackboard. Students will post one initial response as well as read and respond to the posts of two other students in the class each week. This assignment component carries 20% of the course grade.

3. The final examination makes up 20% of the course grade.

Final Grades

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

Students are advised to keep a copy of everything that they submit for the course, and especially graded assignments at least until grades are finalized at the end of the semester. This becomes quite useful in the event a student wishes to contest a grade.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Course Schedule

Module I	Introduction to Knowledge Management
Weeks 1-2:	Introduction to Knowledge Management; foundations of knowledge management, including cultural issues, technology application, organizational concepts and processes, management aspect and decision support system.
	Research Description and Outline Due
Week 3:	Evolution of knowledge management, from information management to knowledge management, key challenges facing evolution of knowledge management, ethics for knowledge management, knowledge management system life cycle.
	https://login.ezproxy1.lib.asu.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=11854&xtid=58373
Module II	Organization learning and Learning Organization
Week 4:	Knowledge creation and codification
Week 5 -6	Organization and knowledge management, Building the learning

Organization (the learning organization and organizational learning), knowledge market: cooperation among distributed technical specialist, tacit knowledge and quality assurance.

Module III Role of Information Technology in Knowledge Management

Week 7 Telecommunications and Networks in knowledge management, role of technology in knowledge management (Internet search and knowledge management, information technology in support of knowledge management)

Week 8 Knowledge sharing, need for knowledge sharing, knowledge sharing models, cultivating a knowledge-sharing culture.

First Draft of Research Paper Due in Class

Module IV Intellectual Capital

Week 9 Capturing the tacit knowledge, knowledge management and vocabulary control, information mapping in information retrieval, information coding in internet environment, repackaging information.

Week 10 Intellectual capital, intellectual components, intellectual capital measurement.

Module V Organizational Culture in Knowledge Management

Week 11/12 Communication and organizational culture in knowledge management, cultural enabler, cultural barrier, communication and resistance to change.

PowerPoint Presentation of Research in Class

Week 13/14 Components of a knowledge strategy, case studies from library to knowledge center, knowledge management in the health sciences, knowledge management in developing countries.

Final Research Paper Due

Week 15 Revision

Final Examination

Classroom and University Policies

Extra Credit

There will be no extra credit opportunities assigned for this course.

Late Assignments

- All discussion forum activities must be concluded by 11:59 p.m. on Friday. No late posts will be accepted for grading after this time.
- Late papers (research description and outline, first draft, PowerPoint Presentation and final research paper) will be assessed a 10% penalty on **each** day it is late. No assignment will be accepted after seven days past the due date.
- Students must plan to take the final exams on the scheduled date and time. There will be no other assignment or make-up for missed examination.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly

quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar on the deadlines to drop/withdraw from this course.

Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other

graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.