

**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	428
		Title	Religion and Global Violence
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: Examines the tensions and interplay of religious and secular accounts for violence globally and considers theoretical frameworks from the social sciences for understanding such violence.

**Requested designation:** Global Awareness-G **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](mailto: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

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	ISS 428 Syllabus, textbooks, and other readings
		<b>2.</b> The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	ISS 428 Syllabus, textbooks, and other readings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	ISS 428 Syllabus, textbooks, and other readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	ISS 428 Syllabus, textbooks, and other readings

Course Prefix	Number	Title	Designation
ISS	428	Religion and Global Violence	Global Awareness (G)

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 checklist)	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: Leads to understanding of world outside the US.	This course is set on a global terrain. Thus, it leads to understanding of the world outside the U.S. Global violence is something that has hit the world scene without regard to geography. The Middle East, Europe, Africa, Asia, Latin and North America are all asking one question: what do we do about terrorism- - ISIS, Talaban, Boko Harem, you name it. These issues are playing out on the global scene and cannot be relegated to the U.S..	The two textbooks assembled for the course offer international treatments to the subject matter. The Learning Outcomes outlined in the syllabus expect students to come away with a sophisticated understanding of these issues.  While all sessions involve the issue of religion and violence from a global perspective, Sessions 7-10 extensively analyze the various contexts mentioned at the left. Analysis-response papers 4 and 5 will directly assess student knowledge of these contexts; in-depth knowledge of at least one of these contexts and some comparison with another is expected to be shown in the final essay as well.
2a: In-depth area study of culture-specific elements of cultures outside the US and contributing to understanding of modern world.	Religion and violence are not independent of culture. Societal cultures are very closely linked to the dominant religion and this is true even with Christianity. Thus, no sophisticated treatment of religion and violence in any setting can occur without equal attention to culture. In this way, we see this course as meeting requirement 2a.  As above, the course will explore and compare the religious-political contexts of Judeo-Christianity, Islam, Buddhism, Hinduism, Sikhism, and others, also identifying contemporary cultural elements that tend to augment or inhibit globalized violence.	In line with what has been indicated above, Sessions 7-10 analyze religion and violence in global contexts. Though the session on the Christian context partly addresses the US, it also integrates the Christianity of the Americas, Europe, and elsewhere in the world. Analysis-response papers 4 and 5 will directly assess the global elements of religion and violence that are relevant to these contexts, and the final essay will likewise reflect understanding of these issues.

<p>2c: Comparative cultural study with more than half examining non-US areas.</p>	<p>This course also meets requirement 2c. It provides a comparative cultural study with more than half examining non-U.S. areas. As we have already noted, religion and violence are presented as part of their cultural contests. The U.S. is a majority Christian nation with most of the other world religions being practically invisible. Even if one wanted, one could not present a course on religion and violence based squarely on the U.S. Such a course will not be useful to understanding the subject matter.</p>	<p>As both the textbooks and syllabus show, the first sessions of the course establish a global comparative context, as do the concluding case study assignments. Moreover, virtually all assignments in the course will require an understanding of the previously referenced religious-cultural contexts.</p>
<p>2d: Study of the cultural significance of a non-US-centered global issue.</p>	<p>This course also meets requirement 2d. The course examines the connection between religion as a sociological phenomenon and global violence.</p> <p>Violence, especially that justified by religion, is studied and interrelated within the above-named contexts. The global significance of religious violence is clearly discussed, along with the meaning of violence within the originating context and the effect of this violence on nations and cultures worldwide.</p>	<p>All sessions discuss the issue of violence from a global perspective that involves, but does not focus upon, the U.S. The above-named sessions (7-10) that for the most part step clearly outside the US examine the contexts of Judaism, Christianity in and out of the US, Islam, Hinduism, Buddhism, Sikhism, and others, and then strives to interrelate them—as in the Palestinian conflict and Pakistani struggle between Hindu and Islamic forces. The global significance of violence results in discussions of internal meaning and external significance. For instance, in Session 8 on Islam, the effect of ISIS and its religious significance for Muslims (for better AND for worse!) is identified, along with the implications of terrorism originating from ISIS and terror organizations.</p>

ISS 428  
Religion and Global Violence

This course is offered by the College of Integrated 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 [cls@asu.edu](mailto:cls@asu.edu).

Instructor: Alden L. Weight  
Office: 252-A Santa Catalina Hall  
Contact Info: [alden.weight@asu.edu](mailto:alden.weight@asu.edu) #480-727-3741

This course examines the tensions and interplay of religion as a sociological phenomenon and secular accounts for human violence globally, and considers theoretical frameworks from the social sciences for understanding such aggressive behavior and the prospects for peace making around the world.

**Course Goals and Learning Outcomes:**

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

- Integrate insights from the sociology of religion, politics, history, peace studies, world cultures, and other relevant fields in examining behavior and secular rationales for global violence
- Consider numerous contexts globally in which violence with a religious rationale takes place, including Islam, Judeo-Christianity, Hinduism, Buddhism, Sikhism, and others
- Analyze current examples of violence across the world and apply relevant theoretical frameworks in explaining these instances
- Evaluate theoretical explanations for global violence and proposed resolutions to consider their overall quality and potential effectiveness

**Required Course Texts/ Readings/Materials:**

- Armstrong, Karen. 2015. *Fields of Blood: Religion and the History of Violence*. New York: Anchor Books (Knopf/Doubleday). ISBN-13: 9780307946966.
- Gopin, Marc. 2002. *Between Eden and Armageddon: The Future of World Religions, Violence, and Peacemaking*. New York: Oxford University Press, USA. ISBN-13: 9780195157253.
- Additional readings from current research in religion and violence will be supplied online.

**Course Format:**

Wednesday Night 6:30– 9:30

Bi-weekly assignments from assigned reading and literature searches.

## Coursework

Response Papers, Class Discussion, and Final Project (600 points)

Average of 37.5 points each week over 16 weeks

Class Participation	50 pts
5 Response and Analysis Papers	50 points each
2 Project Status Reports	50 points each
Final Paper	200 points (due to me on 12-3-2016)

## Final Grades

A	90-100% (540-600)	Excellent
B	80-89.9% (480-539)	Good
C	70-79.9% (420-479)	Average
D	60-69.9% (360-419)	Passing
E	<60% (359 or below)	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

## 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 DRC 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.

## CLASS DATES

AUGUST 20	Course Overview and Key Terms
AUGUST 26	The International History of Violence and Contributing Causes (Analysis-Response 1)
SEPTEMBER 2	Why Does This Happen? Integrative Scientific Theories for Violence from a World Perspective
SEPTEMBER 9	Worldview, Interpretation, Discourse: Contributions to Violence (Analysis-Response 2)
SEPTEMBER 16	Is Religion to Blame? Modernizing the World vs. Fundamentalism

SEPTEMBER 23	Dilemmas: Fighting for God in a Pluralistic World—Religious Exclusivity, Justification, Extremism, and Terrorism (Analysis-Response 3, including Final Paper Subject)
OCTOBER 1	Past-to-Present Theoretical Application: Judaism as an International Phenomenon
OCTOBER 7	Past-to-Present Theoretical Application: Islam as an International Phenomenon (Analysis-Response 4)
OCTOBER 14	Past-to-Present Theoretical Application: Christianity as an International Phenomenon
OCTOBER 21	Past-to-Present Theoretical Application: Hinduism, Buddhism, Sikhism, Others as an International Phenomenon (Status Report on Final Paper—Detailed Outline & Sources)
OCTOBER 28	Synthesis: Commonalities and Differences in Religion and Violence
NOVEMBER 4	Seeking Civilization and Social Stability in a Violent World (Analysis-Response 5)
NOVEMBER 11	The Resolution of Sacred/Secular Violence: Mission Impossible?
NOVEMBER 18	Making Peace: Case Studies I (Status Report on Final Paper—Rough Draft)
NOVEMBER 25	Making Peace: Case Studies II
DECEMBER 3	So What? Course Conclusion (Final Paper)

### **Extra Credit**

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

### **Course Policies**

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

### **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](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.