

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 | 437 |
| | | Title | Integrative Ethics in Social Science |
| | | | Units: 3 |

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: Investigates ethical issues across professional disciplines in the social sciences with a view to integrating the literature and innovations.

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. | ISS437 Syllabus and 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;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • POLITICAL SCIENCE • SOCIOLOGY </td> </tr> </table> | <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • POLITICAL SCIENCE • SOCIOLOGY | ISS 437 Syllabus and textbook chapters |
| <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY | <ul style="list-style-type: none"> • 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). | ISS437 Syllabus and textbook chapters | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. Course illustrates use of social and behavioral science perspectives and data. | ISS437 Syllabus and 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: | | | |
| | | • 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 | 437 | Integrative Ethics in Social Science | 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. | Ethical analysis is, by its nature, a social behavioral endeavor. The analysis requires thinking of the social behavior of humans across cultures, space, and time. While the issues may change, the analytical techniques learned in this class will provide a toolbox for understanding to students. | <p>The course syllabus details the understanding of human interaction, specifically in the study of ethics in:</p> <p>Course Goal 2: To enable students to construct with an integrated approach to ethical issues in society.</p> <p>Course Goals 3: To enhance student capabilities for identifying, analyzing, evaluating, and resolving ethical issues.</p> <p>Learning Outcome 2: Analyze global issues to identify ethical dilemmas.</p> <p>Learning Outcome 3: Create ethical solutions to global issues involving the intersection between social, political, and economic conditions/strategies/policies.</p> <p>Learning Outcome 4: Construct strategies for resolving ethical issues that transcend disciplinary boundaries.</p> <p>Learning Outcome 5: Collaborate to construct broader knowledge with colleagues.</p> <p>Module 4: Integrated Ethical Analysis – Resolving approaches to ethical analysis across disciplines;</p> <p>Module 5: Global issues and ethics – explores issues that manifest on the global scale;</p> <p>Module 6: Global issues and ethics – explores how global and local issues are related;</p> <p>Module 7: Resolving cultural differences in ethical perspectives; and</p> |

| | | |
|---|--|---|
| | | <p>Module 8: The Big Picture – students synthesize their learning by examining the different perspectives in an effort to create a new foundation for their own knowledge of the world.</p> |
| <p>2. Course content emphasizes the study of social behavior.</p> | <p>This course explores ethical analytic techniques from economics, sociology and political science in an effort to build an integrated social science perspective on global ethical issues.</p> | <p>The course syllabus details the emphasis of the study of social behavior in:</p> <p>Module 1: Ethical analysis in economics;</p> <p>Module 2: Ethical analysis in sociology;</p> <p>Module 3: Ethical analysis in political science;</p> <p>Module 4: Integrated Ethical Analysis – Resolving approaches to ethical analysis across disciplines;</p> <p>Module 5: Global issues and ethics – explores issues that manifest on the global scale;</p> <p>Module 6: Global issues and ethics – explores how global and local issues are related;</p> <p>Module 7: Resolving cultural differences in ethical perspectives; and</p> <p>Module 8: The Big Picture – students synthesize their learning by examining the different perspectives in an effort to create a new foundation for their own knowledge of the world.</p> |
| <p>3. Course emphasizes the distinct knowledge of the social behavioral sciences.</p> | <p>This course emphasizes both the distinct knowledge base of the integrated social sciences and the distinct methods of inquiry of the social and behavioral sciences.</p> | <p>The course syllabus details the emphasis of the distinct knowledge of social behavioral sciences in:</p> <p>Course Goals 1: To examine a broad range of ethical approaches in the social sciences, including economics, political science, and sociology.</p> <p>Course Goals 3: To enhance student capabilities for identifying, analyzing, evaluating, and resolving ethical issues.</p> <p>Learning Outcome 1: Evaluate various sources of information, including news, articles, books, and videos for ethical dilemmas.</p> <p>Learning Outcome 2: Analyze global issues to identify ethical dilemmas.</p> <p>Learning Outcome 3: Create ethical solutions to global issues involving the intersection between social, political, and economic conditions/strategies/policies.</p> |

| | | |
|---|--|---|
| | | <p>Learning Outcome 4: Construct strategies for resolving ethical issues that transcend disciplinary boundaries.</p> <p>Learning Outcome 5: Collaborate to construct broader knowledge with colleagues.</p> <p>Module 4: Integrated Ethical Analysis – Resolving approaches to ethical analysis across disciplines;</p> <p>Module 7: Resolving cultural differences in ethical perspectives; and</p> <p>Module 8: The Big Picture – students synthesize their learning by examining the different perspectives in an effort to create a new foundation for their own knowledge of the world.</p> |
| <p>4. Course illustrates use of social and behavioral science perspective and data.</p> | <p>This course uses social and behavioral perspectives and data to analyze ethical perspectives, ethical principles, and ethical actions across cultural and gender norms.</p> | <p>The course syllabus details the use of social and behavioral science perspective and data in:</p> <p>Course Goals 1: To examine a broad range of ethical approaches in the social sciences, including economics, political science, and sociology.</p> <p>Course Goal 2: To enable students to construct with an integrated approach to ethical issues in society.</p> <p>Course Goals 3: To enhance student capabilities for identifying, analyzing, evaluating, and resolving ethical issues.</p> <p>Learning Outcome 1: Evaluate various sources of information, including news, articles, books, and videos for ethical dilemmas.</p> <p>Learning Outcome 2: Analyze global issues to identify ethical dilemmas.</p> <p>Learning Outcome 3: Create ethical solutions to global issues involving the intersection between social, political, and economic conditions/strategies/policies.</p> <p>Learning Outcome 4: Construct strategies for resolving ethical issues that transcend disciplinary boundaries.</p> <p>Learning Outcome 5: Collaborate to construct broader knowledge with colleagues.</p> <p>Module 1: Ethical analysis in economics;</p> |

| | | |
|--|--|---|
| | | <p>Module 2: Ethical analysis in sociology;</p> <p>Module 3: Ethical analysis in political science;</p> <p>Module 4: Integrated Ethical Analysis – Resolving approaches to ethical analysis across disciplines;</p> <p>Module 5: Global issues and ethics – explores issues that manifest on the global scale;</p> <p>Module 6: Global issues and ethics – explores how global and local issues are related;</p> <p>Module 7: Resolving cultural differences in ethical perspectives; and</p> <p>Module 8: The Big Picture – students synthesize their learning by examining the different perspectives in an effort to create a new foundation for their own knowledge of the world.</p> |
|--|--|---|

ISS 437
Integrative Ethics in Social Science

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: Sara Moya, Ph.D.

Office: Santa Catalina 252, Polytechnic Campus

Contact Info: sdmoya@asu.edu; 480-727-1526

Course Description:

ISS 437 is designed to provide the student with an integrated, general introduction to ethical issues across professional disciplines with a view to integrating the literature and innovations. Specifically:

Course Goals:

1. To examine a broad range of ethical approaches in the social sciences, including economics, political science, and sociology.
2. To enable students to construct with an integrated approach to ethical issues in society.
3. To enhance student capabilities for identifying, analyzing, evaluating, and resolving ethical issues.

Learning Outcomes:

At the end of this course students are expected to be able to:

1. Evaluate various sources of information, including news, articles, books, and videos for ethical dilemmas.
2. Analyze global issues to identify ethical dilemmas.
3. Create ethical solutions to global issues involving the intersection between social, political, and economic conditions/strategies/policies.
4. Construct strategies for resolving ethical issues that transcend disciplinary boundaries.
5. Collaborate to construct broader knowledge with colleagues.

Required Course Texts/ Readings/Materials:

- [Ethics in economics : an introduction to moral frameworks](#) Jonathan B. Wight. : Wight, Jonathan B.
- [International ethics : concepts, theories, and cases in global politics](#) Mark R. Amstutz. : Amstutz, Mark R.
- [Social ethics : sociology and the future of society](#) Charlotte Perkins Gilman ; edited, with an introduction by Michael R. Hill and Mary Jo Deegan. : Gilman, Charlotte Perkins.
- Supplemental documentary movies and articles that introduce current events and conditions for ethical analysis. The topics will change every semester as determined through a collaborative discussion between the instructor of record and the students enrolled in the class.

Course Format:

Online course.

Weekly assignments from assigned reading, videos, and literature searches; weekly analytical brief.

Short papers.

Independent research.

Case study analysis.

Group work.

Coursework :

| | |
|---|-----|
| Orientation Assignments | 1% |
| Analytical Briefs | 30% |
| News Hunt | 10% |
| Case Study Analysis | 10% |
| Collaborative Comparative Case Study Analysis | 10% |
| Individual Research Paper | 30% |
| Weekly Reflection | 9% |

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 |

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 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.

CLASS DATES:**Week 1**

Orientation

Weeks 2 and 3

Module 1: Ethical analysis in economics

Weeks 4 and 5

Module 2: Ethical analysis in sociology

Weeks 6 and 7

Module 3: Ethical analysis in Political Science

Week 8

Module 4: Integrated Ethical Analysis-Resolving approaches to ethical analysis across disciplines

Weeks 9 and 10

Module 5: Global issues and ethics-explores issues that manifest on the global scale

Weeks 11 and 12

Module 6: *Glocal* issues and ethics-explores how global and local issues are related

Week 13

Module 7: Resolving cultural differences in ethical perspectives

Weeks 14 and 15

Module 8: The Big Picture-students synthesize their learning by examining the different perspectives in an effort to create a new foundation for their own knowledge of the world

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 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.