

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	441
		Title	Conflict and Conflict Resolution
			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: Overview of peace theories and peace movements, peace and peacebuilding, the nature and sources of global conflicts, critical security studies (covering human, food, and environmental security), mechanisms for peaceful resolution of conflicts, culture of peace, and the relationship between underdevelopment and conflicts, particularly in politically fragile societies.

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.

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.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	ISS 441 Syllabus
		2. 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. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	ISS 441 Syllabus
<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 441 Syllabus
<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 441 Syllabus

Course Prefix	Number	Title	Designation
ISS	441	Conflict and Conflict Resolution	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 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. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The course is composed of subject matter that leads to an understanding of the world outside the U.S.	This class is specifically designed in all of its content to help students understand contemporary conflicts in the context of the cultures and societies that are afflicted by them.
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world	<p>All of the assignments in this class are focused on conflicts around the world. The entirety of the class is global by nature and is focused on non-U.S. countries and the nature of the conflict different societies face in the contemporary world.</p> <p>This global perspective is derived from an individual engagement with a specific country, region, or group of people that promotes a deep understanding, then these individual perspectives constructed by students combine to build a global picture in the classroom.</p>	<p>The situation report includes an analysis of the geographic, cultural, social, political, and economic context of the situation.</p> <p>Peacebuilding Analysis-Students will evaluate a UN Peacebuilding Operation of their choice using United Nations evaluation criteria.</p> <p>Module 1: The Nature of Conflict since 1991 (the Fall of the Soviet Union and the brief unipolar world system</p> <p>Module 2: Conflict Analysis</p> <p>Module 3: Current Conflicts around the world</p> <p>Module 5: Evaluating peace (in this module, students evaluate UN Peacebuilding operations)</p> <p>Module 6: Post-Conflict Development</p>
2c. Cultural study	None of the course is focused on the US. The US is only considered as an actor in conflicts around the world, typically not even as a combatant but as a peripheral actor. students will employ comparative political methods to understand the differences in conflicts around the world.	<p>Module 1: The Nature of Conflict since 1991 (the Fall of the Soviet Union and the brief unipolar world system</p> <p>Module 2: Conflict Analysis</p> <p>Module 3: Current Conflicts around the world</p> <p>Module 4: Designing Peace</p>

		<p>Module 5: Evaluating peace (in this module, students evaluate UN Peacebuilding operations)</p> <p>Module 6: Post-Conflict Development</p> <p>The Collaborative assignments will enable students to compare conflicts as they work together to find solutions to global issues that are causing conflicts. Additionally, class discussions will focus on comparing different conflicts, societies, cultures, governments, economies, and other influences in societies experiencing conflict.</p>
<p>2d. Non-US centered global issues.</p>	<p>This course is not interested in the impacts of conflict on the US, and war is perhaps one of the most pervasive global issues in the contemporary world. Conflicts quickly spread beyond borders and often result in the spread of the conflict to neighboring countries. As such, the nature of the course aligns precisely with the spirit of this general studies designation</p>	<p>All assignments relate to this entry:</p> <ul style="list-style-type: none"> • Individual Conflict Analysis: students will conduct a conflict analysis of an ongoing or evolving conflict. Emphasis will be placed on the analytical techniques which include a situation report, causal analysis, relationships mapping, and pathways to peace. • Situation Analysis report: students will distill the individual conflict analysis assignment down to a single-page report that provides an actionable summary of the situation report to stakeholders and policy-makers. Strategies for identifying the most important information and how to fit it onto one page will be a part of the preparatory instruction for this assignment (1 Page). • Peacebuilding Analysis: students will evaluate a UN Peacebuilding Operation of their choice using United Nations evaluation criteria. • Collaborative Conflict Analysis: students will collaborate to create a thorough conflict analysis in graded stages. (25-30 pages). <ul style="list-style-type: none"> o Stage 1: Situation Analysis o Stage 2: Causal Analysis o Stage 3: Relationships map o Stage 4: Overall Analysis with recommendations for pathways to peace <p>This assignment focuses the students on an in-depth analysis of the social, political, economic, and cultural conditions in a non-US country. The</p>

		<p>focus is on a conflict so it may involve the study of a particular ethnic, cultural group across different countries.</p> <ul style="list-style-type: none">• Collaborative Peace Plan: students collaborate to create strategies for peace and design a Plan for implementation in graded stages.<ul style="list-style-type: none">o Stage 1: Categorize recommendations for Pathways to peace from the Conflict Analysis assignmento Stage 2: Design strategies to address causes of the conflict and link them to the pathways to peaceo Stage 3: Formulate a plan for implementing the strategieso Evaluate the strategies and the overall plan in an effort to identify potential risks and consequences associated with the peacebuilding plan <p>This assignment demonstrates the course's intent to help students learn that different cultures, ethnic groups, countries, regions, and hemispheres experience the world in extraordinarily different ways. By designing a pathway to peace and implementation plan, the students are demonstrating advanced understanding of the global issues that impact the country and domestic issues that have an impact on the global scale. This understanding demonstrates how the course is focused on a non-US centric view of global issues. When investigating the causes and drivers of conflict around the world, it begins to become apparent that the majority of the world experiences the global society and economy differently, particularly when looking at non-US and Western European countries. Since conflicts in the developed world are far less common, the students will be looking at how global issues impact the rest of the world and how the forces creating the global issues are responsible for creating the conditions sustaining or promoting conflicts around the world.</p>
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ISS 441
Conflict and Conflict Resolution

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: Alden L. Weight
Office: 252-A Santa Catalina Hall, Polytechnic Campus
Contact Info: alden.weight@asu.edu #480-727-3741

This course provides an overview of peace theories and peace movements, peace and peacebuilding, the nature and sources of global conflicts, critical security studies (covering human, food, and environmental security), mechanisms for peaceful resolution of conflicts, culture of peace, and the relationship between underdevelopment and conflicts, particularly in politically fragile societies.

Course Goals/Learning Outcomes:

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

- Prepare a situational analysis of a conflicted society
- Create a thorough conflict analysis
- Differentiate the roles of different actors involved in a conflict
- Categorize causes of a conflict in a way that will enable the construction of a peacebuilding strategy
- Evaluate the effectiveness of different approaches to peace in different conflict contexts
- Construct a peacebuilding plan for a current, real-world conflict (conflicts may be chosen from Africa, Central/South America and the Caribbean, Mexico, Asia, Oceania, Eastern Europe, or the Middle East).
- Evaluate past and ongoing peacebuilding initiatives
- Synthesize approaches to peace from economic, social, and political perspectives into an integrated approach to peace.

Required Course Texts/ Readings/Materials:

- Jeong, H, Understanding Conflict and Conflict Analysis, 1st ed, ISBN-13: 978-1412903097
- Schirch, L, Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security ISBN-13: 978-1565495791

- Anderson, M. B., Do No Harm: How Aid Can Support Peace-Or War
ISBN-13: 978-1555878344

Course Format:

Thursday Night 6:30– 9:30

Weekly Assignments from assigned reading and literature searches.

Coursework

DISCUSSION, WEEKLY ASSIGNMENTS, FOUR PROJECTS (600 points total)

Average of 37.5 points each week.

Discussion and Participation	60 pts
Weekly Reflection Assignments	100 points
Situation Analysis	20 points
Collaborative Peace Plan	100 points
Collaborative Conflict Analysis	220 points
Individual Conflict Analysis	100 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 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

AUGUST 20 Course Overview and Key Terms (Weekly Response 1)

AUGUST 26 Peace Theories and Movements in History (Weekly Response 2)

SEPTEMBER 2	The Nature of Conflict Since 1991: Fall of the Soviet Union and Brief Unipolar World System (Weekly Response 3, group formation, Collaborative Peace Plan idea)
SEPTEMBER 9	The Importance of Context: Culture, Economy, Society, Politics, and Geography (Weekly Response 4, including conflict analysis idea)
SEPTEMBER 16	Current Global Conflicts (Weekly Response 5)
SEPTEMBER 23	Analytical Techniques and Considerations (Weekly Response 6)
OCTOBER 1	Conflict Analysis I: Situation Analysis (Weekly Response 7)
OCTOBER 7	Conflict Analysis II: Causal Report and Relationship Mapping (Situational Analysis)
OCTOBER 14	Designing Peace I: Standards, including UN Evaluation Criteria (Weekly Response 8)
OCTOBER 21	Designing Peace II: Collaborative Peace Plan (Peacebuilding Analysis)
OCTOBER 28	Evaluating Peace I: Effectiveness of Past Peace Plans (Weekly Response 9)
NOVEMBER 4	Evaluating Peace II: Application to current circumstances (Collaborative Peace Plan)
NOVEMBER 11	Post-Conflict Development I: Culture of Peace (Weekly Response 10)
NOVEMBER 18	Post-Conflict Development II: Underdevelopment and Other Contributing Factors (Collaborative Conflict Analysis)
NOVEMBER 25	Review of Key Concepts
DECEMBER 3	Course Conclusion (Individual Conflict Analysis)

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.