

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	STS	Number	202
		Title	Science, Technology, and Diversity
			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: Examines the concept and meaning of the "technology gap" and its implications of the global impact of scientific and technological advances.

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.	STS 202 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <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 	STS 202 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • POLITICAL SCIENCE • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	STS 202 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	STS 202 Course Syllabus: Course Description, Learning Outcomes, and Outline of Course Content and Schedule. Textbook chapters.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
STS	202	Science, Technology & Diversity	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.	Debate about the "digital divide", at its core, is debate about human access to emerging technologies. Analysts argue that these technologies affect both inter-personal; and group interaction and, in many cases, are changing the nature of class relations and economic interdependence, where the gap between the rich and the poor continues to widen. This debate is at the core of social and behavioral science.	<p>The course Learning Outcomes states that by the end of this course, each student will have demonstrated:</p> <ul style="list-style-type: none"> • An understanding of the concept of the digital divide as it applies to social groups such as blacks, Hispanics, and women; • An understanding of the cultural and historical bases of the divide; • An understanding of the many social and behavioral dimensions of the divide as understood in the traditional disciplines of social science such economics, sociology, political science, human geography, etc.; • The ability to integrate disparate issues associated with the digital divide in the different disciplines of the social sciences in the study of human interaction; • An ability to understand the implications of the divide as articulated in the social science literature for each social group; • Excellent critical thinking skills required to make sense of the new theories associated with the divide; and • How the divide impacts within- and across-group communication moving forward. <p>The Course Outline tells us that the course is divided into four parts:</p> <ol style="list-style-type: none"> 1. Introduction to the subject of social diversity and the digital divide: Introduction to the course's topics, themes, and requirements.

		<p>2. The distribution of digital technology across society: How are technologies distributed across social groups? What factors determine access to various scientific and technological resources?</p> <p>3. Case studies in social diversity and the digital divide: The interaction of specific technologies – including rail transportation and air travel, television, the internet and cell phones – and different social groups is explored. For instance, it has been argued that the development of digital technology is associated with the rise and global success of the hip hop culture.</p> <p>4. Social diversity, the digital divide, and social justice: To what extent can public policy be used as a tool to improve the distribution of scientific and technological resources across societal groups?</p>
<p>2. Course content emphasizes the study of social behavior.</p>	<p>Course content emphasizes the study of social and behavioral science as they apply to anthropology, economics, history, cultural geography, sociology, political science, psychology, and public policy.</p>	<p>The Learning Outcomes of the Syllabus state that students will demonstrate the ability to integrate the knowledge traditions in each social science field: anthropology, sociology, political science, and economics.</p> <p>The weekly course schedule and textbook chapters indicate that study of social behavior occurs under each module.</p>
<p>3. Course emphasizes BOTH a) the distinct knowledge base of the social sciences AND b) the distinct methods of inquiry of the social and behavioral sciences.</p>	<p>This course is wholly a social science course. Every aspect of this course is devoted to the social sciences.</p> <p>Course emphasizes sociological and anthropological methodology. This is clear on the syllabus in areas that speak to Learning Outcomes and individual topics in weeks 1-15.</p>	<p>This course emphasizes the distinct knowledge base of the social sciences and uses methods of inquiry, including observations, data analysis, and inductive and deductive reasoning. This knowledge and methodology all flow from the standard literature of the social sciences.</p> <p>The Learning Outcomes in the syllabus state that students will demonstrate the ability to think systematically about phenomena based on their ability to draw analytical strategies from the multiple fields of social science: anthropology, sociology, political science, and economics.</p>
<p>4. Course illustrates the use of social and behavioral science perspectives and data.</p>	<p>Students completing this course are expected to develop an understanding of social science perspective and data.</p>	<p>The Learning Outcomes in the syllabus state that students will demonstrate:</p> <ul style="list-style-type: none"> • An understanding of the concept of the digital divide as it applies to social groups such as blacks, Hispanics, and women; • An understanding of the cultural and historical bases of the divide; • An understanding of the many social and behavioral dimensions of the divide as understood in the traditional disciplines of social

		<p>science such economics, sociology, political science, human geography, etc.;</p> <ul style="list-style-type: none">• The ability to integrate disparate issues associated with the digital divide in the different disciplines of the social sciences in the study of human interaction;• An ability to understand the implications of the divide as articulated in the social science literature for each social group;• Excellent critical thinking skills required to make sense of the new theories associated with the divide; and• How the divide impacts within- and across-group communication moving forward. <p>The course content and schedule in the syllabus highlight social science perspectives and data analysis.</p> <p>The textbooks of this course contain materials completely presenting the social science perspectives and uses data sources through standard social science methodology. Course requirements include weekly class participation and discussions to discuss social science issues.</p>
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STS 202
Science, Technology, and Diversity

3 Semester Hours
Prerequisite: None
General Studies: SB

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: Scott Scheall
Office: Santa Catalina Hall, 252L
Email: scott.scheall@asu.edu

Course Description:

This is a course on the interaction of technology and human and social behavior. New technologies have exploded in the 21st century that are redefining human behavior. Along with these new technologies are new forms for languages, cultures, economies, and politics. One aspect of the import of these new technologies is regarding how race, ethnicity, and gender are impacted. The disparate interaction of these technologies across these social group divides is called “The Digital Divide”. This course examines the concept of the digital divide and what it means in human and group interaction for disparate social groups. For instance, what does the digital divide mean for African American social behavior in economics, politics, and family life? The same questions can be posed for American Hispanics and women as a gender group.

Learning Outcomes:

By the end of this course, each student will have demonstrated:

- An understanding of the concept of the digital divide as it applies to social groups such as blacks, Hispanics, and women;
- An understanding of the cultural and historical bases of the divide;
- An understanding of the many social and behavioral dimensions of the divide as understood in the traditional disciplines of social science such economics, sociology, political science, human geography, etc.;
- The ability to integrate disparate issues associated with the digital divide in the different disciplines of the social sciences in the study of human interaction;
- An ability to understand the implications of the divide as articulated in the social science literature for each social group;
- Excellent critical thinking skills required to make sense of the new theories associated with the divide; and
- How the divide impacts within- and across-group communication moving forward.

Course outline:

The course is divided into four parts:

1. Introduction to the subject of social diversity and the digital divide: *Introduction to the course's topics, themes, and requirements.*
2. The distribution of digital technology across society: *How are technologies distributed across social groups? What factors determine access to various scientific and technological resources?*
3. Case studies in social diversity and the digital divide: *The interaction of specific technologies – including rail transportation and air travel, television, the internet and cell phones – and different social groups is explored. For instance, it has been argued that the development of digital technology is associated with the rise and global success of the hip hop culture.*
4. Social diversity, the digital divide, and social justice: *To what extent can public policy be used as a tool to improve the distribution of scientific and technological resources across societal groups?*

Required Course Textbooks:

- *Virtual Inequality: Beyond the Digital Divide* by Karen Mossberger, Caroline J. Tolbert, and Mary Stansbury (2003 – Georgetown University Press)
- *Engineering and Social Justice* by Donna Riley (2008 – Morgan and Claypool Publishers)
- *Instructor may add articles, videos, and other materials if interest to course material*

Course Requirements:

Exams (Midterm and Final – 35% each)	70%
Term Paper	20%
Attendance	10%

Exams: There will be two exams, a midterm and a final. Neither exam is cumulative.

Term Paper: You are required to write a (minimum) 10-page term paper. The paper must be typed, double-spaced, using default margins and a standard (Times New Roman or Arial) 12-point font. **The term paper must be an argumentative essay relating to a major issue in the digital divide. For instance, how has the digital divide affected the participation of African Americans in politics and public affairs in the United States? It is important that you NOT write a descriptive book report.**

You are free to select your own topic provided that it relates to the course material. **I strongly recommend that students discuss their proposed topics with me in advance.** This step is not required, but it will make your life easier. If you write a paper on a topic without my approval, and that topic is unrelated to the course material, then your grade will suffer. It is also important

that you start working on the term paper well in advance of its due date. **Do not wait to the last minute to choose a topic and begin writing.** Your grade will likely suffer as a result.

The term paper is worth 20% of your final grade. You will be graded on both the quality of your argument and your writing (write clearly; use proper spelling, grammar, and punctuation; etc.) **The term paper is due on the last day of class.**

NO LATE WORK WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES

Classroom Rules:

This course covers very sensitive material. It is essential that you adhere to the following rules.

- Be RESPECTFUL of others, especially when they offer views different from your own.
- Be OPEN TO FEEDBACK from the instructor and fellow class participants.
- Provide CONSTRUCTIVE feedback to class participants.
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Course Schedule (Tentative – subject to change):

Week One: Read *Virtual Inequality*: Preface and Ch. 1, “Redefining the Digital Divide”

Week Two: Read *Virtual Inequality*: Ch. 2, “The Access Divide”

Week Three: Read *Virtual Inequality*: Ch. 3, “The Skills Divide”

Week Four: Read *Virtual Inequality*: Ch.4, “The Economic Opportunity Divide”

Week Five: Read *Virtual Inequality*: Ch. 5, “The Democratic Divide”

Week Six: Read *Virtual Inequality*: Ch. 6, “Beyond the Divides: Toward Opportunity and Equity”

Week Seven: Read *Social Justice and Engineering*: Section 1.1, “Some Working Definitions” and Section 1.2, “Streams of Social Justice Thought and Action”

Week Eight: Read *Social Justice and Engineering*: Section 1.3, “Forms of Dissent” and Section 1.4, “Conclusion”; **MIDTERM EXAM**

Week Nine: Read *Social Justice and Engineering*: Chapter 2, “Mindsets in Engineering”

Week Ten: Read *Social Justice and Engineering*: Sections 3.1-3.4

Week Eleven: Read *Social Justice and Engineering*: Sections 3.5-3.10

Week Twelve: Read *Social Justice and Engineering*: Chapter 4, “Toward a More Socially Just Engineering”

Week Thirteen: Read *Social Justice and Engineering*: Chapter 5, “Turning Knowledge Into Action: Strategies for Change”

Week Fourteen: Read *Social Justice and Engineering*: Chapter 6, “Parting Lessons for the Continuing Struggle”

Week Fifteen: Course overview; Term Paper Due; **FINAL EXAM**

Course Policies:

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.

Sensitive Course Content---Please be advised that this course may include subjects that some individuals may consider to be “sensitive”. These subjects may include, but are not be limited to: politics, cultural traditions, and ethnic diversity. Please keep in mind that if a student writes/e-mails/speaks threatening or destructive statements, the Instructor is obligated to notify the appropriate authorities.

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. Students are responsible for being aware of any such changes.

Assignment Format---Please check for tutorials and technical support, which can be reached by computer (<http://my.asu.edu/service>) and phone (1-855-278-5080). Don’t wait to ask for help!

Grades will be based on the content your work and NOT on your writing ability. However, please use some form of “spell check” and “grammar check”, because this impacts the professionalism of your work (and makes it readable and gradable).

Cite your sources. The Written Assignments require “cited sources”, and significant points will be awarded for this requirement. Please do not cite the course Power Point Lectures in your Written Assignment, but feel free to cite the textbook. The Council of Writing Program

Administrators tells us that “plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original material without acknowledging its sources”. You may use any widely recognized citation format as long as the source is cited within the text of your paper and at the end. For example, within the text at the end of the borrowed material simply place within parenthesis the name of the author or organization and the date published (Maslin, 2009). Then at the end of your paper, give the full bibliographic listing of the source, including title and publisher. If you are citing a website, please include the date you accessed the information.

Label all work by placing in the top right-hand corner: your name, course name (STS 235), assignment name (Block One Outline), and the date the assignment is being turned in. Significant points (3 of 25) will be deducted from your grade for not placing your name on your paper. Please do NOT handwrite your work. Please double-space your Written Assignments with a font size of 12 or 14 (nothing microscopic, please).

Submit your completed work via our course Blackboard’s assignment page as an attached file. Do not “cut-and-paste” onto the Blackboard’s assignment page. Do not “zip” your files. Do not use the electronic drop box. When your work is successfully turned in, a new window will pop up with a “receipt” page (feel free to print or save this page for your records in case we have a technical problem). Do not submit your work via e-mail unless Blackboard is down or Blackboard refuses to upload your file. See the Course Blackboard Announcement page for further instructions.

Late Work—Late work will be accepted via the course Blackboard page or via e-mail, but with grade penalty. For every day work is submitted late, 5 points will be deducted from the earned score. “A day late” is defined as 7:01pm on the day (Day 1) the work is due until 7:00pm the next day (Day 2), and 5 points will be deducted. “Two days late” is defined as 7:01pm the first day (Day 2) after the work is due until 7:00pm the next day (Day 3), and 10 points will be deducted; and so on and so on. There are two potential exceptions to this rule: 1) If Blackboard is down or “scrambles” your submission, the Instructor will post an announcement and send out an e-mail; and 2) If extended student illness occurs, please notify the Instructor via e-mail with a doctor’s note and arrangements will be made. Please note that ***no work will be accepted after Friday, October 7 at 7:00pm.***

Early Work---You may submit your work early, however, once the work has been submitted, you may not resubmit or edit for a higher grade.

Extra Credit— Extra credit is not available in this course.

E-Mail--- All e-mail communication for this class will be done through your ASU e-mail account. Students should be in the habit of checking their ASU e-mail regularly as they will not only receive important information about class(es), but other important university updates and information. Each student is responsible for reading and responding, if necessary, to any information communicated via e-mail. For help with e-mail 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.”

Please note that the Instructor will not communicate through any non-ASU e-mail provider. The Instructor will respond to e-mails as quickly as possible, typically within a few

hours. And though each day presents different challenges and responsibilities, please be assured that it is my goal to respond to you within 24 hours (except on weekends and holidays).

Student Conduct— *Students may work together in a group, but each student must produce their own, unique work. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment.*

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; see <https://students.asu.edu/srr>.
- 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>

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.

Please be aware that the work of all students submitted electronically can be scanned using *Safe Assignment*, 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).

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.

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.

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. Please contact the Disability Resource Center or go to: <https://eoss.asu.edu/drc>.

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.

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

Privacy Rights---The federal Family Educational Rights and Privacy Act (also known as FERPA) affords students certain rights with respect to their education records. ASU policy precludes the instructor from communicating with second parties without certain requirements first being met. The entire policy can be found at: <http://students.asu.edu/policies/ferpa>.

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.

Incomplete Grades— A mark of "I" (Incomplete) is given by the instructor when the student has 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>).

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>.

Student Support Services:

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/>

EMPACT Crisis Hotline – The EMPACT Crisis Hotline offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential. Visit: <http://www.empact-spc.com/>.

Counseling and Consultation – As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480.921.1006. Also visit: <http://www.asu.edu/studentaffairs/counseling/> or for the Polytechnic campus (Student Counseling Services): <http://www.poly.asu.edu/students/counseling/>.

Student Health and Wellness Center – The Student Health and Wellness center provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. Visit: www.asu.edu/health/ or for the Polytechnic campus: <http://www.poly.asu.edu/students/health/>.

Student Success Centers – The Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. Visit: <http://studentsuccess.asu.edu/>. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call (480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Tutors' availability will be posted on our website at <http://studentsuccess.asu.edu/polytechnic/writingschedule>. Although walk-ins are accepted, it is

strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries – The ASU Library system offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours that the libraries are open. Visit: www.asu.edu/lib/ or for the Polytechnic campus: <http://library.poly.asu.edu/>.

Career Services – Career Services offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. Visit: <http://career.asu.edu/> or for the Polytechnic campus: <http://www.poly.asu.edu/students/career/>.

Student Financial Aid Office – The Student Financial Aid Office offers information and applications for student funding such as grants, loans, scholarships and student employment. Visit: www.asu.edu/fa/ or for the Polytechnic campus: (same as general ASU site).

Student Recreational Center – ASU's Student Recreational Center offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free. Other services (yoga classes, massages) are fee-based. Visit: www.asu.edu/src/ or for the Polytechnic campus: <http://www.poly.asu.edu/pac/>.

Student Legal Assistance – Student Legal Assistance provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of scholarships and grants, etc. Notary service is also available at no charge. Visit: <http://www.asu.edu/mu/legal/>.

Help Wiki – Help Wiki provides a frequently asked questions resource for technology users at ASU. Visit: <http://wiki.asu.edu/help/> or for Information Technology on the Polytechnic campus visit: <http://www.poly.asu.edu/it/>.

ASU Academic Calendar: