

PAI 759
Girls' Education in the Developing World
Department of Public Administration and International Affairs
Maxwell School of Citizenship and Public Affairs
Syracuse University
Spring 2017

Tuesdays: 12:30-3:15
Location: Maxwell 315

Instructor: Catherine Bertini, Vice-Chair and Professor of Practice in Public Administration and International Affairs

Faculty Page: <http://faculty.maxwell.syr.edu/cbertini>

E-mail: cbertini@maxwell.syr.edu

Twitter: C_A_Bertini

Office phone: (315) 443-1341

Office: 215 Eggers Hall, Syracuse University

Office hours: Mondays 2-4pm, Tuesdays 10-11am or by appointment

Graduate Assistant: Ashleigh Bartlett ambartle@syr.edu

Course description: Education of girls is one of the most effective means of enhancing the quality of life of all people in the world. Yet in many countries, girls' participation in school lags significantly behind that of boys. This seminar type course will explore the benefits of girls' education, will discuss many of the obstacles to higher numbers of girls in school, and will review the current state of play in various countries. Students who finish the course will be prepared to do the research and advise governments on measures necessary to increase the participation and improve educational outcomes for both girls and boys in primary and secondary education.

Course Requirements: Students will participate in lectures and student led discussions. The major student project of the semester will be to work in a group, writing a business plan for how one specific country could take measures to significantly raise the numbers of girls in school, and/or improve educational outcomes. During the course of the semester, groups will discuss their paper outlines with the professor, and toward the end, present their major findings to the class.

Grading:

Active Class Participation:	24%
Weekly Reflections (14):	28%
Final Presentation	18%
Working Together in Groups	10%
Final Paper	<u>20%</u>
Total:	100%

Class Participation: This class is heavily participatory. There will be lectures by the instructor, but much learning occurs through active engagement rather than through passive listening. For this reason, your presence and active participation will be expected at all sessions. Class participation will be a component of your final grade. Your participation shall reflect your careful reading and consideration of each week's materials on the syllabus. Participation is active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class. Missing more than one class session will affect your participation grade. In addition, students will sign up to participate as a class discussion leader of course readings throughout the semester.

Working as a Group: Students will be asked to conduct confidential evaluations of other members of their group.

Writing:

Weekly Reflections: Writing clearly and succinctly is an important skill for those who progress in careers in international organizations. It will also be a key component of the course work for this class. Each student will be asked to complete one-page reflections about key learnings from the class and readings due via Blackboard Turn-it-in each Friday after each classes 1- 12, before 5 p.m. In addition, one reflection will be written after watching the film, Girl Rising and one reflection after watching the film, He Named Me Malala, for a total of 14 written reflections throughout the semester. The two film reflections can be completed at any point in the semester before class 12.

Instructions for Final Paper and Presentation: In the first class, students will discuss the below list of the lowest ranked countries in terms of girls' education. In small self-selected groups (3 students each), students will be asked to do some preliminary research for Class 2, designed to help select preference for which country to work on and why. Rationale should include countries' needs and personal interest or background in the country. The purpose of the final paper will be to write a business plan for how the country selected can significantly increase the numbers of girls in school, and improve educational achievement.

Lowest-Ranked Countries for Girls' Education:

Afghanistan, Albania, Angola, Azerbaijan, Benin, Burkina Faso, Burundi, Cambodia, Cameroon, Central African Republic, Chad, Comoros, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Ethiopia, Ghana, Guatemala, Guinea, Guinea-Bissau, Haiti, India, Iraq, Lao PDR, Kenya, Liberia, Malawi, Malaysia, Mali, Morocco, Mozambique, Niger, Nigeria, Palau, Pakistan, Papua New Guinea, Sierra Leone, Solomon Islands, South Sudan, Syrian Arab Republic, Timor-Leste, Togo, Uganda, Yemen, Zambia

*Source: Brookings Institute 2015, ranked upon gender parity and enrollment at primary and secondary levels. <http://www.brookings.edu/~media/Research/Files/Papers/2015/06/girls-education-challenges-winthrop/Todays-Challenges-Girls-Educationv6.pdf?la=en>

Links to sites on how to write a business plan:

Whitman School. The Nuts and Bolts of a Great Business Plan 2015-2016.

<https://whitman.syr.edu/programs-and-academics/centers-and-institutes/falcone/for-students/panasci/nutsandbolts201516.pdf>

Northsky Nonprofit Network. Resource Center.

<http://www.northskynonprofitnetwork.org/nonprofit-resource-center/>

Example Strategic Plan: http://www.minnesotanonprofits.org/about-mcn/strategicplan_2010-14.pdf

During the first class, there will be time to discuss the papers and options. Students will bring their preferences in priority order to the second class, and will be asked to explain the reason for their first choice. Subsequently, the professor will formally assign the countries. Students will spend the remainder of the semester working in small groups of two to three students, researching and writing about "their" country. Periodic progress reports will be presented in class. Each group's project outline must be submitted on March 7 (an electronic version (submitted before class), and a paper version (submitted in class)). Twice during the semester, each group will have a private half-hour meeting with the professor, once before the outline is due (February 20-22) and once before the final presentation (April 3-5).

During the last two classes, groups will give presentations to the class describing their plans, and the class will critique the presentations. Students will ultimately turn in a business plan for how "their" country can increase the number of girls in school. It should be double-spaced, using 12-point font with 1-inch margins. One student from each group will turn in the final paper via Blackboard. If you have any questions about how to make references in papers, see:

http://www.chicagomanualofstyle.org/tools_citationguide.html or

<http://researchguides.library.syr.edu/citation>

The final paper is due by 12pm, Monday, May 8. Both a paper copy and an electronic version (submitted via Blackboard Turnitin) are required.

Course Schedule & Readings

***All class readings and materials are available as indicated on the syllabus. Additional class readings may be added via Blackboard during the semester. Please refer to each week's Blackboard readings folder for the most up-to-date selection of weekly readings.**

Class 1: Jan. 17

Introduction and overview of the course

Lecture and discussion of class, mission, purpose, readings, and other activities. Students will also discuss the lowest ranked countries for girls' education.

Readings:

1. Ellen Chesler & Terry McGovern. Women and Girls Rising: Progress and resistance around the world (Global Institutions). Routledge. (2016). ISBN-13: 978-1138898776. Chapter 23 “Raising the global ambition for girls’ education.”
Available on Blackboard.
2. Brookings Institute. *What Works in Girls’ Education: Evidence for the World’s Best Investment*. Gene Sperling and Rebecca Winthrop. (2016). Chapter 2.
<https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>
3. UNESCO *Global Education Monitoring Report 2016. Gender Review: Creating Sustainable Futures for All*. (2016).
<http://unesdoc.unesco.org/images/0024/002460/246045e.pdf>
4. Global Partnership for Education. “Girls’ education and gender equality factsheet.” (2016). <http://www.globalpartnership.org/content/girls-education-and-gender-equality>
5. UNFPA. *State of the World Population 2016: 10 - How our future depends on a girl at this decisive age*. 2016. (pp. 2-3, 30-76).
[http://www.unfpa.org/sites/default/files/pub-pdf/The State of World Population 2016 - English.pdf](http://www.unfpa.org/sites/default/files/pub-pdf/The%20State%20of%20World%20Population%202016%20-%20English.pdf)

Class 2: Jan. 24

Continued overview & gender policy definitions and implementation

Readings:

1. Brookings Institute. *What Works in Girls’ Education: Evidence for the World’s Best Investment*. Gene Sperling and Rebecca Winthrop. (2016). Chapter 1 & 3.
<https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>
2. UNESCO *Global Education Monitoring Report: Education for People and Planet 2016: Chapters 10-15*. <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>
3. Basic Education Coalition. (2013). *Teach a Child, Transform a Nation*.
http://www.basiced.org/wp-content/uploads/Publication_Library/BEC-Teach_a_Child-2013.pdf
4. Bertini, Catherine. *Invisible Women*. (Daedalus, 2015).
http://www.thechicagocouncil.org/sites/default/files/InvisibleWomen_Daedalus_Bertini.pdf
5. Bertini, Catherine. “Women Eat Last.” *Fourth World Conference on Women*. (Beijing, 1995). **Available on Blackboard.**

Students will be asked to propose country preferences for the paper (see instructions).

Class 3: Jan. 31

Girls' education in unstable environments

Readings:

1. Ellen Chesler & Terry McGovern. Women and Girls Rising: Progress and resistance around the world (Global Institutions). Routledge. (2016). ISBN-13: 978-1138898776. Chapter 24 "Girls' education as a peace and security issue." **Available on Blackboard.**
2. Brookings Institute. What Works in Girls' Education: Evidence for the World's Best Investment. Gene Sperling and Rebecca Winthrop. (2016). Chapter 4, Section 3, 4 & 7, and Chapter 5, Section 2. <https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>
3. Huffington Post. Eleanor Ross. "Why the Education of Women is Essential to Create Conditions of Peace". (October, 2014). http://www.huffingtonpost.co.uk/eleanor-ross/women-inwarzones_b_4573366.html
4. Basic Education Coalition. Bridging the Gap for Education in Crisis and Conflict. (2014). http://www.basiced.org/wp-content/uploads/2014/Bridging_the_Gap_for_Education_in_Crisis_and_Conflict.pdf

Class 4: Feb. 7

Teenage Girls

Readings:

1. Population Council. (2009). New Lessons The Power of Educating Adolescent Girls, A Girls Count Report on Adolescent Girls. Cynthia B. Lloyd. http://www.popcouncil.org/uploads/pdfs/2009PGY_NewLessons.pdf
2. Population Council. (2012). Priorities for Adolescent Girls' Education. http://www.popcouncil.org/uploads/pdfs/2012PGY_GirlsFirst_Education.pdf
3. Brookings Institute. What Works in Girls' Education: Evidence for the World's Best Investment. Gene Sperling and Rebecca Winthrop. (2016). Chapters 4, Section 2, and Chapters 5, Section 1 & 3. <https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>

Class 5: Feb. 14

Economics & Incentives

Readings:

1. The Chicago Council on Global Affairs. Girl's Grow: A Vital Force in Rural Economies. Catherine Bertini, Chair. (2011).
http://www.thechicagocouncil.org/sites/default/files/GirlsGrowReportFinal_v9.pdf
2. Center for Global Development, Maureen Lewis and Marlaine Lockheed. (2007). Inexcusable Absence: Why 60 Million Girls Still Aren't in School and What We Can Do About it. Chapters 2 & 4. <http://www.cgdev.org/publication/9781933286143-inexcusable-absence-why-60-million-girls-still-arent-school-and-what-do-about-it>
3. Ahmed, Akhter and Babu, Suresh. 2007. "Case Study #3-8: The Impact of Food for Education Programs in Bangladesh." Cornell University.
https://www.researchgate.net/publication/269692832_The_Impact_of_Food_for_Education_Programs_in_Bangladesh

Feb. 20-22: Group Meetings

Individual half hour group meetings with the professor to discuss the outline of the final project.

Class 6: Feb. 21

Financing

Readings:

1. Ellen Chesler & Terry McGovern. Women and Girls Rising: Progress and resistance around the world (Global Institutions). Routledge. (2016). ISBN-13: 978-1138898776. Chapter 25 "Financing girls' education." **Available on Blackboard.**
2. Brookings Institute. Innovation and Action in Funding Girls' Education. Xanthe Acherman. (2015). <https://www.brookings.edu/wp-content/uploads/2016/07/Ackerman-Girls-Education-v2.pdf>
3. Brookings Institute. What Works in Girls' Education: Evidence for the World's Best Investment. Gene Sperling and Rebecca Winthrop. (2016). Chapter 4, Section 1, and Chapter 5, Section 4. <https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>
4. UNESCO Global Education Monitoring Report: Education for People and Planet 2016: Chapters 20. <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>

Feb. 28: NO CLASS

Class 7: Mar. 7

Assignment: Final Project outlines due

Teachers, Local Leaders, & Role Models

Readings:

1. Brookings Institute. What Works in Girls' Education: Evidence for the World's Best Investment. Gene Sperling and Rebecca Winthrop. (2016). Chapter 4, Section 6, and Chapter 5, Section 5. <https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>
2. DFID. Girls' Education and Gender Equality: Education Rigorous Literature Review. (2014). https://assets.publishing.service.gov.uk/media/57a089bae5274a31e0000230/Girls_Education_Literature_Review_2014_Unterhalter.pdf
3. Kabali-Kagwa, Philippa N. University of Western Cape. "Can Whole School Organization Development, as an intervention, impact on the quality of life in our communities?" <http://boleswa97.tripod.com/kabalikagwa.htm>
4. Motswiri, M.J., University of Botswana. "Effective Preparation of Teachers for Life-long Learning: The Role of an Induction Programme." <http://boleswa97.tripod.com/motswiri.htm>
5. Hussain, Khadim. Cultivating Local Leaders for Girls' Education in Developing Countries. Brookings. (Dec 2014). <https://www.brookings.edu/blog/education-plus-development/2014/12/09/cultivating-local-leaders-for-girls-education-in-developing-countries/>

Mar. 12-19: Spring Break: NO CLASS

Class 8: Mar. 21

Quality

Readings:

1. Brookings Institute. What Works in Girls' Education: Evidence for the World's Best Investment. Gene Sperling and Rebecca Winthrop. (2016). Chapter 4, Section 5. <https://www.brookings.edu/wp-content/uploads/2016/07/What-Works-in-Girls-Educationlowres.pdf>

2. Brookings Institute. Elizabeth M. King and Rebecca Winthrop. Today's Challenges for Girls' Education. (2015). P. 22-23, 35-41. <https://www.brookings.edu/wp-content/uploads/2016/07/Todays-Challenges-Girls-Educationv6.pdf>
3. UNGEI. *Policy Brief: Girls' Learning and Empowerment – the Role of School Environments*. (August 2016). http://www.ungei.org/resources/files/Policy_Brief_-_School_Environments-v2.pdf

Class 9: Mar. 28

Group outline due COB April 1st.

Engaging Men & Boys

Readings:

1. International Center for Research on Women. "The Girl Effect: What Do Boys Have to Do with It?" (2010). <http://www.icrw.org/wp-content/uploads/2016/10/The-Girl-Effect-What-Do-Boys-Have-to-do-with-it.pdf>

-Please note, this reading will be summarized by the Professor.
2. Tarno Chattopadhyay. "Role of Men and Boys in Promoting Gender Equality." (2004). http://www.ungei.org/srgbv/files/unesco_role_of_men.pdf
3. UNICEF, Gary Barker. "Engaging boys and men to empower girls: Reflections from practice and evidence of impact." (2006). <http://www.un.org/womenwatch/daw/egm/elim-disc-viol-girlchild/ExpertPapers/EP.3%20%20%20Barker.pdf>
4. MenEngage. *Men, Masculinities, and Changing Power*. (2015) (Exec summary pp. 6-13; education pp. 34-35). <http://www.unfpa.org/sites/default/files/resource-pdf/Men-Masculinities-and-Changing-Power-MenEngage-2014.pdf>
5. Gary Barker, et al., "Boys and Education in the Global South: Emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms." *Thymos Journal of Boyhood Studies*. Vol. 6, No. 1-2, 2012. <http://promundoglobal.org/wp-content/uploads/2014/12/Boys-and-Education-in-the-Global-South.pdf>

Apr. 3-5: Group Meetings

Individual half hour group meetings with the professor to discuss the final project.

Class 10: Apr. 4

Successful National Strategies

Readings:

1. Ministry of Education and the Girls' Education Unit Ghana. (2012). What Works in Girls' Education in Ghana.
http://www.ungei.org/files/What_Works_in_Girls_Education_in_Ghana.pdf
2. Ministry of Education Uganda. (2014). National Strategy for Girls' Education.
http://www.ungei.org/resources/files/Resource_Uganda_NSGE.pdf
3. Rout, Anupama. The Problem of Girls Education and the Role of Sarva Shiksha Abhiyan: A Case from Odisha (India). Pondicherry University. (2013).
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2322908
4. Ekine, Adefunke, Madalo Samati, and Judith-Ann Walker. (2013). Improving Learning Opportunities and Outcomes for Girls in Africa.
<http://www.brookings.edu/~media/research/files/reports/2013/12/improving-learning-outcomes-girls-africa/walkerekinesamatiweb.pdf>

Class 11: Apr. 11

Program Management

Readings:

1. USAID. "Livelihood Options for Girls: A Guide for Program Managers." Healthy Policy Initiative. (2009).
http://www.healthpolicyinitiative.com/Publications/Documents/1072_1_Livelihood_Options_for_Girls_A_Guide_for_Program_Managers_FINAL_3_1_10_Print_PDF_acc.pdf
2. UNGEI. "Girls Education Challenge: Project Profiles". (2014).
http://www.ungei.org/resources/files/GEC_Project_profiles_-_final_June_2014.pdf

Class 12: Apr. 18

Two written reflections for He Named Me Malala and Girl Rising due via Blackboard.

We Can Make a Difference

Discussion of 'The Catherine Bertini Trust Fund for Girls' Education,' as well as former students working in the field.

Readings:

1. Kristof, Nicholas and Sheryl WuDunn. (2014). A Path Appears: Transforming Lives, Creating Opportunity. “A Kenyan Named Kennedy.” **Available on Blackboard.**
2. Kristof, Nicholas and Sheryl WuDunn. (2010) Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Chapter 10: “Investing in Education.” **Available on Blackboard.**
3. Yousafzai, Malala. (Dec 2014). Nobel Prize Lecture.
http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture_en.pdf
4. Bertini, Catherine. Educate Girls: The 2003 World Food Prize Laureate Lecture. (October 2003).
http://www.worldfoodprize.org/en/borlaug_dialogue/previous_years/2003_borlaug_dialogue/2003_transcript_catherine_bertini/
5. Michelle Obama. “The First Lady Speaks in London on the Let Girls Learn Initiative.” 16 June 2015. https://www.youtube.com/watch?v=d0sao_1gILs
6. Gates, Melinda. “Putting women and girls at the center of development.” Science Mag. (Sept. 2014). <http://science.sciencemag.org/content/345/6202/1273.full.pdf+html>
7. Former Student Profiles. **Available on Blackboard.**

Class 13: Apr. 25 - Presentations**Class 14: May 2 – Presentations**

The final paper is due by 12pm, Monday, May 8 (electronic and paper copy must be submitted).

Course Materials:

UN Sustainable Development Goals (SDGs)

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Girl Rising. (2012) Gathr Films.

He Named Me Malala. (2015 film)

Optional Materials:

Brookings Institute. Elizabeth M. King and Rebecca Winthrop. *Today's Challenges for Girls' Education*. (2015). <https://www.brookings.edu/wp-content/uploads/2016/07/Todays-Challenges-Girls-Educationv6.pdf>

No Ceilings: Bill & Melinda Gates and Clinton Foundation. *Full Participation Report*. (2015). <http://noceilings.org/report/report.pdf>

Because I am a Girl. *State of the World's Girls 2015: The Unfinished Business of Girls' Rights*. (2015). <https://www.planusa.org/docs/state-worlds-girls-2015.pdf>

Population Council. (2014). *Supporting girls in their transition to secondary education: An exploratory study of the family, school and community environments of adolescent girls in Gujarat*. http://www.eenet.org.uk/resources/docs/2014PGY_GujaratEducationReport.pdf

ODI. *Education in emergencies and protracted crisis: Toward a strengthened response*. Susan Nicolai, Sebastien Hine and Joseph Wales. (2015). <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9714.pdf>

Save the Children. (2005). *State of the World's Mothers: The Power and Promise of Girls' Education*. <http://www.barnaheill.is/media/PDF/sky2005.pdf>

Center for Global Development. *Exclusion, Gender and Education: Case Studies from the Developing World*. Maureen Lewis and Marlane Lockheed. (2007). <http://www.cgdev.org/publication/9781933286228-exclusion-gender-and-education-case-studies-developing-world>

Oxfam GB. *Partnerships for Girls' Education*. Nitya Rao and Ines Smyth (Eds.). (2004): <http://policy-practice.oxfam.org.uk/publications/partnerships-for-girls-education-115515>

Girls Count Report Series (6 in total) Available at: <http://coalitionforadolescentgirls.org/>

Plan International. *Counting the Invisible: Using Data to Transform the Lives of girls and Women by 2030*. (October 2016). http://www.ungei.org/resources/files/2140_biaag_2016_english_finalv2_1ow_res.pdf

Global Partnership for Education. *Policy Brief: Advancing gender equality in education across GPE countries*. (September 2016). <http://www.globalpartnership.org/content/policy-brief-advancing-gender-equality-education-across-gpe-countries>

CNN Films. *We Will Rise: Michelle Obama's Mission to Educate Girls Around the World*. 2016. <http://www.cnn.com/shows/cnn-films-we-will-rise>

I am Malala. (2013). Malala Yousafzai, Christina Lamb.

Half the Sky. (2010). Nicholas Kristof, Sheryl WuDun.

Sex and World Peace. (2012). Valerie M. Hudson.

Girls' Education Initiatives:

Let Girls Learn **White House, US Department of State, USAID, Peace Corps, & MCC, 2015**

No Ceilings: The Full Participation Project **The Clinton Foundation & Gates Foundation, 2015**

He for She: Stand Together **UNWomen, 2014**

The Sahel Women's Empowerment and Demographics Project **The World Bank, November 6, 2013**

Voices against Violence **UNWomen, October 2013**

Fund for Documentation of Good Practice in Girls' Education and Gender Equality **UNGEI, 2013**

UNGEI call for action on school-related gender-based violence **UNGEI, March 2013**

Global Education First Initiative, launched by SG Ban Ki-moon **United Nations, September 2012**

Women and Girls Lead Global **USAID, Fall 2012**

Equal Futures Partnership **US Department of State, September 2013**

Girl Effect. **Nike Foundation, 2012**

Literacy BoostProgram **Save the Children, on-going**

*ABOVE initiatives compiled by the Chicago Council on Global Affairs

Major International Organizations and Foundations Concentrating on Girls Education (Partial list):

Save the Children

UNICEF

UNGEI

CARE

Room to Read CAMFED

NIKE Foundation

Caterpillar Foundation

MacArthur Foundation

Best Data Sources:

World Bank
UNESCO
UN Millennium Development Goals Progress Reports

Accommodation Policy:

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact their instructor personally as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. According to University policy:

If you believe that you need academic adjustments (accommodations) for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 or TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting academic adjustments. ODS is responsible for coordinating disability-related academic adjustments and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since academic adjustments may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Academic Honesty:

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://academicintegrity.syr.edu>.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of

violation level. Any established violation in this course may result in course failure regardless of violation level.

Religious Observances Notification and Policy:

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes.

For fall and spring semesters, an online notification process is available for students in **MySlice / StudentServices / Enrollment / MyReligiousObservances / Add a Notification**. Instructors may access a list of their students who have submitted a notification in My Slice Faculty Center.
