

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

College/School	College of Health Solutions	Department/School	School for the Science of Health Care Delivery
Prefix:	<b>HC</b>	Number:	<b>422</b>
	<b>D</b>	Title:	<b>Health Disparities &amp; Access to Health</b>
			Units: <u>3</u>

Course description: **Racial and ethnic health disparities in the United States. Explores disparities in healthcare seen at the provider and system level and their effects on health in the community. Also considers the historical context of racial and ethnic health disparities and the demographic and conceptual issues surrounding health disparities research. Reflects on the effects of behavior, socioeconomic status and group-specific disparities on community health status.**

Is this a cross-listed course?	Yes	If yes, please identify course(s):	<b>PBH 422</b>
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? Yes

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

 (Required)

**Requested designation:** Cultural Diversity in the United States–C

**Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**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 \(SQ/SG\)](#)
- [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 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	Cecilia Romero	E-mail	cecilia.romero@asu.edu	Phone	602-496-0876
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**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):	Alison Essary	Date:	9/25/17
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Chair/Director (Signature):			9/25/17.
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**Arizona State University Criteria Checklist for**

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

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

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		<b>Identify Documentation Submitted</b>
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	course syllabus

Course Prefix	Number	Title	General Studies Designation
HCD	422	Health Disparities in the U.S.	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
2c  The course is primarily a study of the social, economic, psychological, political dimensions of relations between groups in the U.S.	Explores role of social determinants of health and how they negatively impact specific racial & ethnic groups and health outcomes, Compares Native American and Caucasian health outcomes, Poverty experiences and health outcomes on children-compares low SES African American and Hispanic children with non-minority children, women's health disparities, treating diverse patient populations, implicit and explicit bias between providers and patients and how to address, social, economic and systemic factors that contribute to health disparities among various groups (ethnic socioeconomic, gender) in the U.S.	See Syllabus pages 2-4, weeks 2, 3, 4, 5, 6, 7,10, 11, 12, 13, 14, 15.
2c	Visits from guest lecturers who are experts on health disparities for specific racial and ethnic groups in the U.S. Includes speakers on the Indian Health Services, pediatric Hispanic asthma specialists, African American and Hispanic women's cervical cancer, legislative advocacy for underrepresented groups	See Syllabus pages 2-4

## HCD 422 - Health Disparities and Access to Health

**Course description:** Racial and ethnic health disparities in the United States. Explores disparities in healthcare seen at the provider and system level and their effects on health in the community. Also considers the historical context of racial and ethnic health disparities and the demographic and conceptual issues surrounding health disparities research. Reflects on the effects of behavior, socioeconomic status and group-specific disparities on community health status.

**Enrollment requirements:** Prerequisite(s): minimum 45 hours; Credit is allowed for only HCD 422 or PBH 422

**Offered by:** [College of Health Solutions](#)

### Class Details

**Fees:** None

**Books:**



[View books for this class](#)

### Additional Class Details

**Units:** 3

**Repeatable for credit:** No

**General Studies:** No

**Component:** Lecture

**Session:** Session C

**Dates:** 1/8/2018 - 4/27/2018

**Last day to enroll:** January 14, 2018

**Drop deadline:** January 14, 2018

**Course withdrawal deadline:** April 01, 2018

**Instruction Mode:** In-Person

**Combined with:** [PBH 422 \(28477\)](#)

### Spring 2018

**Seats Open:**

37 of 37 ●

### Meeting Details: Class # 24736

Days	Start	End	Location	Instructor
T Th	12:00 PM	1:15 PM	Dtphx - MERCCC230	Reddy

HCD 422 Health Disparities & Access  
Fall 2017 Session C  
T/Th 9-10:15 A.M.  
Mercado C230

**Faculty Information:**

Swapna Reddy, JD, MPH  
Office: Health North #529  
Email address: Swapna.Reddy@asu.edu  
Office hours: By appointment

**Course Credit Hours:** 3

**Course Modality:** In- person, Face to Face

**Prerequisites:** degree or non-degree seeking undergraduate students, HCD 101 (or PBH 100) or BS Medical Studies major. Credit is allowed for only HCD 422 or PBH 422.

**Course Description:** Racial and ethnic health disparities in the United States. Explores disparities in healthcare seen at the provider and system level and their effects on health in the community. Also considers the historical context of racial and ethnic health disparities and the demographic and conceptual issues surrounding health disparities research. Reflects on the effects of behavior, socioeconomic status and group-specific disparities on community health status.

**Course Overview:** This multi modality course explores disparities in healthcare seen at the provider and system levels and their effects on the health of various communities. Students will consider the historical and current contexts of racial, ethnic and socioeconomic differences and inequities in the delivery of health care and resulting effects. The course will also explore national and state policy decisions regarding health and how they influence the well being of specific populations. Students will critically assess how health care providers and stakeholders can be part of the solution to disparities and inequities issues.

Course topics will be explored through the use of a multi-modality and interdisciplinary approach that include classroom lectures, discussions with industry leaders and elected officials, case studies, documentary film and classroom debate.

**Learning Outcomes:**

At completion of this course students will be able to:

1. Define and understand the concept of health disparities and inequities.
2. Describe the roots of health disparities.

3. Understand the causes of how health disparities and inequities persist.
4. Discuss the role of socioeconomic status, race, and ethnicity in health disparities.
5. Demonstrate an understanding of how specific populations are affected.
6. Discuss how health care systems contribute to differences in how various communities experience health and wellness.
7. Identify how changes in health care delivery can contribute to improvements in the health of communities that historically experience disparities.

**Course Materials:**

**Required Textbook:** Barr D. *Health Disparities in the United States: Social Class, Race, Ethnicity & Health*. 2<sup>nd</sup> Edition. Baltimore, MD: John Hopkins University Press. 2014.

Other readings such as supplemental articles and book chapters will be provided by instructor on Blackboard.

**General Topic Schedule**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
<b>Week 1</b> 8/17/17	<u>Introduction to Course</u> <u>Course Guidelines</u>  <i>Swapna Reddy, JD, MPH</i>	
<b>Week 2</b> 8/22/17 8/24/17	<u>Introduction to the Social</u> <u>Roots of Health Disparities</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Preface, Ch. 1  8/22- Week 2 quiz  8/24- Group 1 Article Presentation
<b>Week 3</b> 8/29/17 8/31/17	<u>What is Health? How Should</u> <u>We Define It? How Should we</u> <u>Measure It?</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Ch. 2  8/29- Week 3 quiz  8/31- Group 2 Article Presentation
<b>Week 4</b> 9/5/17 9/7/17	<u>The Relationship Between</u> <u>Socioeconomic Status and</u> <u>Health</u>	<i>Assigned Readings</i>  Barr: Ch. 3

	Swapna Reddy, JD, MPH	9/5- Week 4 quiz 9/7- Group 3 Article Presentation Reflection Paper 1 Due 9/7/17 (11:59pm)
<b>Week 5</b> 9/12/17 9/14/17	<u>Understanding How Low Social Status Leads to Poor Health</u>  Swapna Reddy, JD, MPH	<i>Assigned Readings</i> Barr: Ch. 4  9/12- Week 5 quiz  9/14- Group 4 Article Presentation
<b>Week 6</b> 9/19/17 9/21/17	<u>Race, Ethnicity, and Health</u>  Swapna Reddy, JD, MPH	<i>Assigned Readings</i> Barr: Ch. 5  9/19- Week 6 quiz  9/21- Group 5 Article Presentation
<b>Week 7</b> 9/26/17 9/28/17	<u>Race/Ethnicity, Socioeconomic Status, and Health: Which is More Important in Affecting Health Status?</u>  Swapna Reddy, JD, MPH	<i>Assigned Readings</i> Barr: Ch. 6  9/26: Week 7 quiz  Reflection Paper 2 Due 9/28/17 (due 11:59pm)
<b>Week 8</b> 10/3/17- 10/5/17	Mid Course Review  <b>10/3 Midterm Exam</b>	Review readings to date in preparation for exam
<b>Week 9</b> 10/10/17 10/12/17	<b>10/10: Fall Break</b>  <b>10/12: Online assignment</b>	



<b>Week 10</b> <b>10/17/17-</b> <b>10/19/17</b>	<u>Children's Health Disparities</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Ch. 7  10/17: Week 10 quiz  10/19- Group 1 Article Presentation
<b>Week 11</b> <b>10/24/17-</b> <b>10/26/17</b>	<u>All Things Being Equal, Does Race/Ethnicity Affect How Physicians Treat Patients?</u>	<i>Assigned Readings</i>  Barr: Ch. 8  10/24: Week 11 quiz  10/26- Group 2 Article Presentation
<b>Week 12</b> <b>10/31/17</b> <b>11/2/17</b>	<u>Why Does Race/Ethnicity Affect the Way Physicians Treat Patients?</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Ch. 9  10/31: Week 12 quiz  11/2- Group 3 Article Presentation  <b>Reflection Paper 3 Due 11/2/17 (due 11:59pm)</b>
<b>Week 13</b> <b>11/7/17</b> <b>11/9/17</b>	<u>When, If Ever, Is it Appropriate to Use a Patient's Race/Ethnicity to Guide a Medial Decision?</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Ch. 10  11/7: Week 13 quiz  11/9- Group 4 Article Presentation
<b>Week 14</b> <b>11/14/17-</b> <b>11/16/17</b>	<u>What Should We Do to Reduce Health Disparities? Part 1</u>  <i>Swapna Reddy, JD, MPH</i>	<i>Assigned Readings</i>  Barr: Ch. 11  11/14: Week 14 quiz  11/16- Group 5 Article Presentation

<b>Week 15</b> <b>11/21/17</b>	<u>What Should We Do to Reduce Health Disparities?</u> <u>Part 2</u>  <b>11/23: Thanksgiving Holiday</b>  <i>Swapna Reddy, JD, MPH</i>	Assigned Readings  Barr: Ch. 11  11/21: Week 15 quiz
<b>Week 16</b> <b>11/28/17</b> <b>11/30/17</b>	<u>Course Wrap Up</u>  <b><u>Final Exam</u></b>	None

## Methods of Evaluation:

Assessment Type	Number in Course	Total Course Value
Group Article Presentations	2 (10 points each)	20
Midterm Exam	1	20
Reflection Papers	3 (5 points each)	15
Attendance + Participation	29	10
Weekly Quizzes	15	15
Final Exam	1	20
<b>Total</b>		<b>100%</b>

Detailed information and rubrics for the assessments are available on Blackboard.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 1 week of the due date via the My Grades tab in Blackboard.

The grading scale for this course is as follows:

Grade	Percentage
A+	97 – 100%
A	93 – 96%
A-	90 - 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60- 69%
E	Below 60%

## Course Policies & Procedures

1. Check email and Blackboard regularly to obtain messages related to this course.

2. All assignments must be submitted on time. Late assignments will not be accepted. If you experience any problems with blackboard submission, email your assignment to Swapna.Reddy@asu.edu prior to the deadline.
3. Check your course grade and acknowledge faculty feedback as indicated.
4. Communicate with faculty via email and during office hours if there is any problem in understanding course discussions, activities, or expectations.
5. Students are expected to use AMA style for all written work.  
<http://www.lib.jmu.edu/citation/amaguide.pdf>
6. As a general rule, laptops, tablets, or other electronic devices are to be used in class for the purposes of taking notes and accessing course materials only. Use for other purposes can be a distraction to your classmates and is disrespectful to classmates, faculty, and guests. I reserve the right to restrict usage if problems arise.

### **Technology Enhanced Course**

This is a face-face course that requires attendance in face-face meetings and utilization of online resources.

### **Communicating With the Instructor**

This course uses a Blackboard™ discussion board called “Hallway Conversations” for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructors or schedule an appointment during office hours. You can expect a response within 48 hours.

### **Email and Internet**

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

***All instructor correspondence will be sent to your ASU email account.***

### **Campus Network or Blackboard™ Outage**

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

### **Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. In general, late submissions are NOT accepted. Published assignment due dates are firm. Please follow the appropriate University policies to request accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

### **Submitting Assignments**

All assignments unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

### **Drop and Add Dates/Withdrawals**

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>).

Consult with your advisor and notify your instructor to add or drop this course.

If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)
- Grade of Incomplete (<https://students.asu.edu/forms/incomplete-grade-request>)

### **Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

### **Student Conduct and Academic Integrity**

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may

withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

### **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), 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.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

### **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

### **Establishing Eligibility for Disability Accommodations**

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.



Email: [DRC@asu.edu](mailto:DRC@asu.edu)  
DRC Phone: (480) 965-1234  
DRC FAX: (480) 965-0441

## **Technical Requirements & Support**

### Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

### Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

### Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

## **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you

can find information and resources at  
<http://sexualviolenceprevention.asu.edu/faqs/students>



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