

****Disclaimer****

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



FSH 394 - Topic: INCLUSION & DIVERSITY IN FASHION
M&W / 12:15 - 1:30 p.m. / ASU Sync

Instructor Name: Professor Joanna C. de'Shay
Office Location: Virtual office hours (By appointment only)
Email: joanna.deshay@asu.edu

My best method of contact is by email. I don't hold traditional office hours, but am available to meet with students via phone, zoom or via email exchange. Always available to help.

Course Description:

Covers topics of immediate or special interest to a faculty member and students.

This course introduces Fashion students to the imperative need for Diversity, Equity and Inclusion in the People, Culture, and Systems within the Fashion Industry.

Enrollment Requirements:

Prerequisite(s): minimum 45 hours OR Visiting University Student.

Course Objectives:

In this course, Fashion Students will develop a greater understanding and refine the critical skills needed to become aware of race and ethnicity and be more inclusive in the Global Fashion practice. This class will explore the lack in representation of race, ethnicity, cultural backgrounds, size, gender and abilities in Fashion Industry.

Student Learning Outcomes:

- Understand various perspectives and narratives of marginalized and underrepresented people, thoughts and ideas.
 - Apply a broad range of terms and concepts regarding race, diversity, equity and inclusion to your critical evaluation of the Fashion industry.
 - Evaluate the Ethical case for Inclusion and Diversity in Fashion and how to embrace those differences and change.
 - Develop an effective approach to create space for diverse and inclusive collaboration in the various fashion segments.
 - Examine the critical business case for Diversity in Fashion and its direct correlation and impact to innovation, productivity and the bottom line.
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ASU Sync

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI.



If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester.

Camera policy:

ASUSync cameras should be on during class periods so that the instructor and your peers are able to connect and engage with you during discussions. Part of the learning goal of this class is to connect with each other in a meaningful way and having our cameras on and ready to engage with each other is important to that connection. Additionally, the topics that we cover may sometimes be sensitive and will require a higher level of trust within our classroom environment, so seeing each other on screen can be reassuring that we are all in this together. I do understand that some students will have bandwidth issues or will be unable to turn their cameras on in certain instances. I would like this to be the exception to our policy and am asking that students be ready to have cameras on and be able to turn their mics on to speak during discussions. This will count as part of your class participation grades each class session.

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found [here](#).
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the spring 2021 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy.](#)



- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Statements about Recording Zoom classes

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the [Student Accessibility and Inclusive Learning Services](#)[Links to an external site.](#)

Additional Requirements:

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Classroom Technology (Your specific Technology Usage policy):

- It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)

Required Primary and Secondary Materials (e.g., readings, videos, podcasts, films and studio supplies)

A list (bibliography) and brief description of primary and secondary materials/supplies, cost of materials/supplies, how these materials are assigned (assigned by instructor, self-selected by student) and used; include relevant information about online platforms (e.g., Canvas), libraries, and software that convey these materials.

Optional Anti-Discrimination Statement {authored by current HIDA students (Olivia Hernandez, Camille Bruya, Josephine Ortiz Merida, Sloane McFarland and Milla Nguyen) over the summer as a suggestion for what they would like to see in our syllabi}

The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.



- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

Assignments:

Due at the beginning of class on Mondays by 12:15 p.m. *Late assignments will be accepted with a deduction in points (10% per class past due).*

Grading, including grade scale

"All grades will be rounded to the nearest whole number. Grades that are on the border of a letter grade will be rounded up to the next letter grade. Grades will only be raised by 0.5%."

Grading:

Attendance	150 points	15%
Class discussion /participation	150 points	15%
Article 1	100 points	10%
Article 2	100 points	10%
Mid Term	100 points	10%
Final Project	250 points	25%
Quizzes (3)	150 points	15%
Total	1000 points	100%

Grade Scale

900-1000	A
800-899	B
700-799	C
600-699	D
0-599	E

Incomplete Policy / grade :

The incomplete grade (I) is not a routine process for successful completion of coursework. Rather, it is a limited academic exception intended to address situations where a student who has been doing acceptable work has experienced exceptional extenuating circumstances beyond the student's control preventing their timely completion of the course. In evaluating requests for incompletes, I not only evaluate the nature of the stated extenuating circumstances and whether such circumstances were beyond the student's control, but also whether the student's record of performance in the class demonstrates the likelihood for successful completion of the remaining coursework. You can read more about the incomplete policy at: <https://www.asu.edu/aad/manuals/ssm/ssm203-09.html>



Subject to change:

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

Course Itinerary (Schedule):

Week 1	Setting the stage for the Diversity in Fashion Conversation.
Week 2	Historical review of Fashion and representation across the Industry.
Week 3	Diversity, Equity and Inclusion Terminology and why important.
Week 4	Fashion Sizing Chart. How developed. Relevance in today's market.
Week 5	Size disparities / inclusivity. Plus size market.
Week 6	Aging in the Fashion Industry.
Week 7	Full spectrum of aging from use of teen models to Seniors in campaigns.
Week 8	Midterm Exam.
Week 9	Gender Diversity - Transgender, Unisex, non-binary and gender-fluidity.
Week 10	Fashion's garment gender assignment.
Week 11	Representation of Abilities in Fashion (Runway, ad campaigns and displays)
Week 12	Diversity of Religion, Culture and Ethnicity. (part I)
Week 13	Diversity of Religion, Culture and Ethnicity. (part II)
Week 14	Diversity of Religion, Culture and Ethnicity. (part III)
Week 15	Final project presentations.

ASSIGNMENTS

DEI ARTICLES - (2 total - 100 points each)

Diversity, Equity and Inclusion in Fashion Articles. Each student will find an article from a Fashion Resource that speaks to the lack of Diversity and Inclusion in Fashion. Students may focus on any aspect of the Fashion industry from casting in runway shows, to agencies recruitment of models, to ad campaigns to magazine editorials etc.

The goal is to dig deep and investigate the issue of race and lack of inclusion in the industry globally. Students will ask the question of why this is a problem, how prevalent the problem is (statistics, numbers, quantitative data is critical here) and what the solution is.

Each article review will be **600 words** in length and written with MLA formatting. Each student will then present the article in class in a 3-slide power point presentation to present their articles. Be creative and use visuals for your power point presentations. Ensure that you have thought through the solution and how it can be implemented. Both the paper and ppt presentation must be submitted via canvas.

100 points - Article and presentations due in **Weeks #4 and #12**

MIDTERM DEBATE (50 points)

The class will be broken up into 4 debate teams and each team will be given a specific topic to research and debate. A debate is formal discussion process on a specific topic and each team must have a convincing, constructive set of "arguments" on their points.

The goal is to have a discussion that presents facts and is not based on emotion or speculative data. Debates are an excellent way to put what you have learned into practice and think critically about important issues.

50 points - Debate on Wednesday of **Week #8**



FINAL PROJECT (250 points)

From the various DEI areas we have focused on this semester (Diversity of Size, Race, Abilities, Gender, Age, Sexual orientation, Religion or Ethnicity) each student will select one topic to research and present a final project. The project will be entitled “**The Transformation of _____**” and will take one Fashion Brand that lacks representation currently in the Fashion marketplace and morph it into a more Diverse and Inclusive brand that embraces differences.

Each student will present the following:

- Write a 600 word brief / paper on the brand’s current market segmentation, vision and position.
- Rewrite the brand’s mission and vision.
- Create an 8-10 slide power point presentation of what the brand would look like using the lenses of one of the DEI topics above (Diversity of Size, Race, Abilities, Gender, Age, Sexual orientation, Religion or Ethnicity).
- Create 2-3 visuals (social media posts, pages, ad campaigns, blog posts etc.) of what the brand could be and a new market they could attract if they were more inclusive.
- Be creative and develop crisp, clean professional visuals.
- Be authentic and genuine with your approach on how to make the brand more inclusive and accepting of differences.

250 points - Final project and presentations due in Week #15

POLICIES & PROCEEDURES

- **Attendance Policy:**

*The instructor’s general policy **AND** university policy on absences due to religious observance and university sanctioned activities.*

Attendance and participation for the duration of the class period is mandatory. If you have more than 3 absences (unexcused), your final grade will be lowered 1/3 grade for each subsequent absence (i.e. B to B-). You should notify me by email prior to absence if possible and provide doctor’s note where applicable. Repeated tardiness and leaving class early will be recorded, and as a result, your final grade will be lowered. It is the student’s responsibility to keep track of his/her absences.

Excused absences related to religious observances/practices in accord with ACD 304–04, “Accommodation for Religious Practices.” Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with ACD 304–02, “Missed Classes Due to University-Sanctioned Activities.” Students required to miss classes due to university sanctioned activities will not be counted absent. 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. Students should inform the instructor early in the



semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences.

Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy:

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with SSM 201-18 Accommodating Active Duty Military Personnel. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

- **Instructor Absence Policy:**

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

- **Academic Integrity and Student Honor Code:**

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty



members and colleges to sanction dishonesty.

Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

- **Student Learning Community Conduct:**

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual.

The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their [Rights and Responsibilities](#) at Arizona State University.

- **Copyright:**

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

- **Statement on Face Coverings on ASU Campuses:**



Effective immediately at Arizona State University, face coverings will be required for all employees, students and visitors while in buildings. Face coverings will also be required in outdoor community spaces where social distancing isn't possible.

Examples of outdoor community spaces include garages and parking lots, ASU shuttles, bicycle racks and sidewalks.

<https://eooss.asu.edu/health/announcements/coronavirus>

- **Threatening or disruptive behavior:**

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: <https://eooss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eooss.asu.edu/dos/safety/ThreateningBehavior>.

- **Withdrawal:**

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

- **Special Accommodations:**

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (<https://eooss.asu.edu/drc>); Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (<https://eooss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

- **Title IX and Mandated Reporter Policy:**

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 <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [https](https://counseling.asu.edu), is available if you wish to discuss any concerns confidentially and privately.

- **Policy on Sexual Discrimination:**

Policy on sexual discrimination as described in [ACD 401](#), "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Student Services & Resources:

You will find a list of student resources at: <https://eoss.asu.edu/resources>

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Novel Coronavirus Information and Updates:

You will find information and Frequently Asked Questions here:

<https://eoss.asu.edu/communityofcare>

You will find Novel Coronavirus updates and announcements here:

<https://eoss.asu.edu/health/announcements/coronavirus>

Non-emergency Student Care process:

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at: herbergerinstitute.asu.edu/caring and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates:

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>