Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

PAF 200: Public Service and Public Policy in the 21st Century

Time: iCourse (Session B, June 29 – August 9, 2022)

Faculty Information

Instructor Name: Heyjie Jung
Email: heyjie.jung@asu.edu
Office hours: Arranged via email (In-person and/or Zoom)

Course Information

Course Catalog Description

PAF 200 provides a broad introduction to public policy and public service, including the nature of public service, public interest, and citizenship. The course examines these topics in the context of all major levels of U.S. government, local, state, and federal. One major feature of the course will be video conversations with a wide array of public service- focused individuals from various walks of life, including elected officials, educators, government managers, private and nonprofit sector officials. But the course will also provide an intellectual basis for thinking about public policy and public administration, featuring analytical approaches including especially economics-based analysis and public value-based analysis.

Course Enrollment Requirements

None

Course Overview and Goal of the Course

This introductory course in public service and public policy concentrates on three areas: (1) defining public service and public policy, (2) explaining the policy process and important actors in that process, and (3) outlining the role of government and nonprofit organizations in shaping public service, policy, and society. The purpose of this course is to introduce students to the diverse range of topics that pertain to substantive public policy issues and public service. This course focuses on helping students understand how public policy is made and who engage in that process. We will explore how the divergent agendas of public policymakers, policy

analysts, public administrators, nonprofit workers, advocates, and politicians combine to serve the public interest and the common good. By the end of the semester, you will be able to identify and describe the policy process and the role of nonprofit and public organizations in public service and policy. You will also be able to identify opportunities to participate in public service and the policy process.

In this course, we will align the following course objectives with teaching and learning activities through lecture, writing activities, discussion, and quizzes.

Learning Outcomes

In light of the core goal, here are some specific objectives:

- Develop knowledge about the respective roles of government, business, the nonprofit sector, "hybrid" organizations and multi-organization partnerships.
- Learn key concepts such as differences between the public, private, and nonprofit sectors; policy process; interest groups; advocacy; and public service
- Explain basic theories and concepts of the policy process and public-serving organizations
- Identify and analyze public problems and public policies
- Consider the ethical bases of public policy and public service
- Describe public service career options
- Begin identifying potential career goals
- Develop written communication skills

Course Materials

Required

1. Birkland, Thomas A. 2015. An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making. 4/5th Edition. Armonk, NY: ME Sharpe. (**Birkland**) (Any version is acceptable)
2. Krasna, H. (2010). Jobs that matter: Find a stable, fulfilling career in public service. Indianapolis, IN: JIST Works. (**Krasna**) (An electronic version of this book is available on Amazon)

Optional

In addition to the required textbooks, this course uses **Open Educational Resources (OER)**. OER are free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes.

Course Structure

Activities & Assignments	Points	Due Date by 11:59pm MST
Week 1: June 29 – July 5		
Module 0: Welcome to the Course		
Discussion: Module 0 - Introductions	10	7/1/22
Module 1: Introduction to Public Service		
Reading: Introduction, Chapter 1, Chapter 2 (Krasna)		
Assignment 1: Career Exploration Exercises	15	7/1/22
Discussion: Module 1 - Reflection on Career Exploration Exercises	10	7/1/22
Participation assignment: PlayPosit 1(Introduction to Public Service)	10	7/1/22
Module 2: American Government		
Reading: OpenStax excerpts, Chapter 3 (Birkland)		
Quiz: Module 2 - American Government	10	7/5/22
Discussion: Module 2 - Federalism	10	7/5/22
Week 2: July 6 - 12		
Module 3: Introduction to Public Policy		
Reading: Chapter 1 (Birkland), OpenStax excerpts		
Discussion: Module 3 - Public Problems	25	7/8/22
Written Assignment 1: Policy Problem	10	7/8/22
Module 4: Public Policy as a Process and System		
Reading: Chapter 2 (Birkland), Chapter 5 (Krasna)		
Quiz: Module 4 - Elements of the Policy-Making System	10	7/12/22
Discussion: Module 4 - Policy Field Map	10	7/12/22
Exercise 2: Policy Field Map	15	7/12/22
Week 3: July 13 - 19		
Module 5: Policy Actors		
Reading: Chapter 4, Chapter 5 (Birkland)		
Quiz: Module 5 - Policy Actors	10	7/15/22
Discussion: Module 5 - Official and Unofficial Policy Actors	10	7/15/22
Module 6: Agenda Setting, Power, and Interest Groups		
Reading: Chapter 6 (Birkland)		
Discussion: Module 6 - Interest Groups and Policy Making	10	7/19/22
Written Assignment 2: The Policy Environment and Policy Actors	25	7/19/22
Week 4: July 20 - 26		
Module 7: Policies and Policy Types		
Reading: Chapter 7 (Birkland), Chapter 3 and Chapter 8 (Krasna)		
Quiz: Module 7 - Policies and Policy Types	10	7/22/22
Discussion: Module 7 - Policies and Policy Types	10	7/22/22
Module 8: Decision Making		
Reading: Chapter 8 (Birkland), Chapter 6 (Krasna)		

Quiz: Module 8 - Decision Making	10	7/26/22
Discussion: Module 8 - Decision Making	10	7/26/22
Week 5: July 27 – August 2		
Module 9: Policy Design and Policy Tools		
Reading: Chapter 9 (Birkland)		
Quiz: Module 9 - Policy Design and Policy Tools	10	7/29/22
Discussion: Module 9 - Policy Design and Policy Tools	10	7/29/22
Exercise 3: Case Study	15	7/29/22
Module 10: Implementation, Failure, and Learning		
Reading: Chapter 10 (Birkland), Chapter 4 (Krasna)		
Discussion: Module 10 - Policy Implementation, Failure, and Learning	10	8/2/22
Written Assignment 3: Policy Analysis	25	8/2/22
Week 6: August 3 – 9		
Module 11: Public Service Careers		
Reading: Chapter 9 (Krasna), OpenStax excerpt		
Quiz: Module 11: Public Service Careers	10	8/5/22
Discussion: Module 11 - Public Service Careers	10	8/5/22
Module 12: Next Steps		
Final Essay: What's Next	100	8/9/22

The course syllabus is a general plan for the course; if necessary, deviations from this plan will be announced to the class by the instructor. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy. (References: This syllabus draws heavily from the course design of Dr. Feeney and Dr. Brown)

Important Dates for Students

- Class starts on June 29 and ends on August 9, 2022
- Last day to register/drop/add without college approval: June 30, 2022
- Last day to withdraw the course: July 19, 2022
- Final grades will be posted by August 11, 2022

Assignments and Evaluation Procedures

Grades will be based on points awarded for the following:

Assignments	Points
1 Participation assignment	10
7 Quizzes (10 points each)	70
10 out of 12 Discussion forums (10 points each)	100
3 Written assignments (25 points each)	75
3 Exercises (15 points each)	45
Final Essay	100
TOTAL	**400**

Grading

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria.

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Low	High	
A+	392	400	Above expectations
A	376	391	
A-	360	375	
B+	354	359	At expectations
B	334	353	
B-	320	333	
C+	314	319	Below expectations
C	280	313	
D	240	279	
E	0	239	

Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, discussions, or other assessments.

Participation Assignment

The participation assignment includes answering questions embedded in course videos using PlayPosit. The assignment is due by 11:59pm AZ time on the date indicated in the Course Schedule.

7 Quizzes

There will be 7 quizzes in this course. Each quiz will cover all course materials (including videos, textbooks, additional readings, and slide presentations) for the module in which it is assigned. Quizzes will be a mix of multiple answer, multiple choice, and true/false questions. Each quiz will be due by 11:59pm AZ time on the day indicated in the Course Schedule.

10 Online Discussions

You will have opportunity to participate in 12 discussions. You are allowed to skip two. You are expected to participate regularly and constructively. You will be graded on the quality of your participation, which will include responses to specific questions and commenting on what other students have written. Your responses to the prompts and your comments on other students' posts are due on the dates indicated in the Course Schedule.

- Make sure that you incorporate examples from the assigned materials for that week into your responses to the prompts **AND** your comments.
- Make sure to include citations formatted in **APA style** for the course materials that you discuss. No reference lists are required for the discussion forums.

3 Written Assignments

There are 3 written assignments for this course that will ask you to conduct research into a policy or policy issue. Each assignment draws on the coursework. All the assignment descriptions are available in the modules in which they are assigned. Each assignment will be approximately **500 words** and is due by 11:59pm AZ time on the date indicated in the Course Schedule.

REQUIREMENTS:
- Please limit your response to 400-500 words per question in total.
- Don't forget to include a full works cited list that includes hyperlinks to the articles and complete references (e.g., name, title, source, date, date accessed – if electronic).
- Don't forget to follow ground rules for assignments!
- Turn in this assignment electronically (format: .doc, .docx) via Canvas.

3 Exercises

There are 3 exercises for this course. The exercises serve as a way to apply the course content of the assigned module to practical examples. Each exercise will be due by 11:59pm AZ time on the day indicated in the Course Schedule.

Final Essay: What's next?

An important goal of this course is to increase your awareness of public service career opportunities and help you think systematically about how your interests, skills, and abilities contribute to the public interest. This assignment will allow you to use what you have learned about public service to discuss the next steps in your public service career. You will use your research and responses from the Krasna (2010) Exercises (from Module 1) to complete this assignment. You may not reuse text from other assignments that you have completed for this course. However, you may discuss the ideas or what you learned.

> **REQUIREMENTS:**
> - Please limit your response to 1000-1200 words in total.
> - Don't forget to include a full works cited list that includes hyperlinks to the articles and complete references (e.g., name, title, source, date, date accessed – if electronic).
> - Don't forget to follow ground rules for assignments!
> - Turn in this assignment electronically (format: .doc, .docx) via Canvas.
> - You should use APA style for your in-text citations and include a reference list also formatted in APA style.

Course Policies - The Ground Rules!

Preparation for a class means reading the assigned content and reviewing all information required for that week or module. Students hold the responsibility for completing all class content. Class participation means knowledge of assignments and pertinent class contributions through completion of all course assignments and providing substantive postings on the discussion forums. If students do not participate in class activities, they will not earn the full points.

> **Communicating with the instructor:**
>
> - Email is the best way to contact me (heyjie.jung@asu.edu). Please put PAF 200 in the subject line along with the short description of the matter of inquiry (i.e., PAF 200: midterm).
> - When questions arise during this class, please remember to check three sources for an answer before emailing your instructor:
>   - Course Syllabus
>   - Announcements in Canvas
>   - The Q&A forum in Canvas
> - If you cannot find an answer to your question, please first post your question to the Q & A Forum. This forum can display your questions and the faculty answers for the benefit of all students.

- This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructor in avoiding answering similar questions multiple times.
- Please note that it is a professional courtesy to allow at least 24 hours (working day) for a response. E-mail sent after 5 pm Friday (or over the weekend) may not be answered until the following Monday.

Respectful Participation – 3NOs:

- A significant portion of grades will be based on class participation and discussions. Students should be prepared for class discussion by reading the assigned material, reflecting on it, and being prepared to ask questions to others.
- **Please note** it is anticipated that we will engage in class discussions that may touch on sensitive political or cultural issues. It is expected that participants will disagree with each other and with the instructor at some point in the course. During all course discussions, students and the instructor are expected to engage with each other on the issues in a professional and respectful manner. Learning how to have productive discussions with those whom which we disagree is an important skill in public service. Students must avoid using snarky, competitive, and demeaning languages.
    - o **3NOs**: No judging, No demeaning languages, No personal attacks
- **Personal attacks will not be tolerated. Students who continually engage in personal attacks will be asked to withdraw from the course**.

Ground rules for assignments:

- **All assignments MUST be submitted on time via Canvas for credit**. It is the student's responsibility to make sure that work is turned in on time. Computer-related problems (i.e., "my email isn't working") is not an acceptable excuse. Assignments are due before class begins and expected to be submitted via Canvas.
    - o **Late work will not be accepted**. In the case of a serious situation, please contact the instructor ahead of time with proper documentation. It is the instructor's discretion to accept late assignments. In fairness to those who complete course requirements on time, when accepted, late assignments will be penalized at least a full letter grade. In case you are in a different time zone, note that all deadlines for assignment submission follow Arizona Standard Time. (AZ does not observe daylight savings time)
- **Make sure you strictly adhere to the format**
    - o Written assignment is expected to be submitted in **.doc, .docx** format
    - o All papers that are turned in should include: student's full name, course name, and page numbers.
    - o **Assignments should be written in Times New Roman, Calibri, or Arial, 12-point font, double spaced, with 1-inch margins at the top and bottom.**
- Utilize ASU Writing Center as much as you need!
- All papers should use professional language. No slang, emoticons, text-speak etc.
- All quotations and paraphrases should be properly cited using **APA** academic writing format (There are several resources online; for instance, you can find guidelines here: https://owl.english.purdue.edu/owl/section/2/)

- Wikipedia should not be used as a source– it is a fine place to become familiar with topics, but you must move to more reputable references (e.g., see the reference list to the Wikipedia page).
- <u>Students may not submit work undertaken for a different class.</u>
- Grades will consider grammar, spelling, and presentation. Papers and other written work must be well developed, logically consistent, and brief (to capture the attention of busy decision-makers, documents must be concise). For example, an "A" paper should have no grammar or spelling errors and be logically presented and easy to follow.
- Plagiarism WILL NOT BE tolerated in any case and will result in a 0. Canvas has plagiarism detection tool that compares assignments with online sources (books, articles, news, peers' work, your own work from other courses).
- Students requesting a grade change need to submit a 1-2 page written justification.

Course Requirements

This course requires that students have access to a computer that can access the internet. Students will need to have access to and be able to use, the following software/hardware:

- A web browser (Internet Explorer, Google Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free download)
  Adobe Flash Player (free download)
- Microsoft Word 7 or above
- Microsoft PowerPoint
- Microsoft Media Player (for Windows) or VLC Media Player (for Mac)
- Computer speakers that will allow you to hear audio components of online activities

Technical Support

- This course uses Canvas to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Canvas home page at https://myasucourses.asu.edu
  To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.
- To contact the help desk call toll-free at 1-855-278-5080.

Workload Expectations

This is a 3-credit course. The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. This shortened summer course is the same material and assignments as the regular course. The pace is fast, and material is rigorous.

Community of Care During COVID-19

ASU's Community of Care plan provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all Health Services locations. Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

COVID-19 Testing

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can participate in COVID-19 testing, free of charge, simply by spitting in a tube; no appointments are necessary.

Positive COVID-19 Test Results

If you test positive for COVID-10 and **let me know**, I am mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. We will share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin immediately upon awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-feet distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine because of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

Other Course Policies

Email and Internet

You must have an active ASU e-mail account. All instructor correspondence will be sent to your ASU e-mail account. Please plan on checking this account daily to ensure that you

receive course related guidance. It is also recommended that you check into the course daily to be sure all assignments are completed, and announcements are read.

Campus Network or Canvas™ Outage

When access to Canvas™ is not available for an extended period (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm AZ time). To monitor the status of campus networks and services, please visit http://syshealth.asu.edu

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

Log in to your ASU account and access this Canvas Help for Students page for technical help.

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.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that 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, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: http://provost.asu.edu/academicintegrity

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline. Review this tutorial on Academic Integrity. Anyone in violation of these policies is subject to sanctions.

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.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this tutorial on Plagiarism Awareness and this reference on Avoiding Plagiarism. Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote, so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!

2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.

4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.

5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you

are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

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.

Extra Credit

Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no individualized extra credit work will be permitted. Extra credit is unfair to the students who do their work diligently all semester long.

Netiquette

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. The instructor may delete inappropriate discussion board posts. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. ASU has formal policies prohibiting discrimination, harassment, and retaliation.

These policies can be found here: https://www.asu.edu/aad/manuals/acd/acd401.html

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

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 Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with

the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to https://eoss.asu.edu/accessibility, calling (480) 965-1234 or emailing student.accessibility@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

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://eoss.asu.edu/counseling is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services.

ASU provides a dedicated Sexual Violence Awareness and Response website with a variety of resources and educational programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. Identify the most appropriate path for your needs using the Sexual Assault Reporting Options and Resources document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.