ARIZONA STATE UNIVERSITY  
College of Nursing & Health Innovation

COURSE NUMBER: HCR 230  
COURSE TITLE: Culture and Health  
CREDITS: 3 Credit Hours  
PREREQUISITES: None  
COURSE PLACEMENT: N/A  
FACULTY: To be determined

CATALOG DESCRIPTION:  
Relationship between diverse groups of culture in HEALTH/health and ILLNESS/illness. Emphasis on cross-cultural communication and healing practices, including awareness of own cultural influences.

COURSE OVERVIEW:  
This course explores the relationship between various components of culture and focuses on concepts of health and illness in non-U.S. countries as well as cultures within the U.S. The contributions of traditional systems of medicine to the Western health care delivery system are also examined. Students analyze their own feelings, beliefs and values in relation to their own culture and will utilize a generic framework to examine culture-specific care to diverse groups. Ways to overcome intercultural communication barriers are also explored. This course has been approved by the ASU General Studies Council, and fulfills the global awareness (G) and Culture (C) requirements.

LEARNING OUTCOMES:  
1. Discuss the concept of Cultural Competency in relation to National standards for Cultural and Linguistic Appropriate services (NCLAS).  
2. Identify cultural influences on one’s own beliefs and values.  
3. Apply models for assessing client cultural orientations, health care expectations, psychosocial structures, language, and communication patterns to individuals from different ethnic groups.  
4. Evaluate the importance of the role culture plays in determining how different people perceive and shape their world.  
5. Describe the impact of US and non-U.S. cultural definitions of health, illness and disease causation on an individual’s health maintenance practices and response to healers.  
6. Compare and contrast healing and treatment methods of various cultures with those of the Western health care delivery system and assess their influence upon that system.  
7. Identify cultural strengths and barriers that influence utilization of health care services.  
8. Explore variations in family structure and dynamics across U.S. and non-U.S. cultures.  
9. Explore cultural components of the aging process, and dying and death across cultures.  
10. Identify strategies for delivery of culture-specific care based on the evaluation of cultural assessment data.
TOPICAL OUTLINE:

Module 1
Cultural heritage and history
Othering
National standards for Cultural and Linguistic Appropriate services (NCLAS)

Module 2
Diversity and transcultural diversity
Purnell Model

Module 3
Health/HEALTH
Illness/ILLNESS
Health disparities
Familial health traditions

Module 4
Healing traditions

Module 5
Cultural practices (Annotated bibliography and outline rough draft for Final project)

Module 6
Cumulative exam
Cultural practices (final draft outline)

Module 7
Cultural practices (Final Project Website)

Required Textbooks:


Articles and Websites: (Found in Blackboard modules, this list is not all inclusive, other internet resource links are within the weekly modules)


Videos:


Optional:


Widener Web Team (Producers). (2012, April 30). *Larry Purnell on cultural competence.* [YouTube Video]. Retrieved from https://www.youtube.com/watch?v=O31aZD3sEew&list=PLfBzO3LPVivqaiWYIuEm8VVuSrv4RG9d&index=1

METHODS OF INSTRUCTION & EVALUATION:

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. Access the *My ASU* Blackboard Course Site: [http://myasucourses.asu.edu](http://myasucourses.asu.edu)

This course will be delivered entirely online. Active, self-directed learning strategies will be utilized to facilitate student learning. Activities include required readings from textbooks, internet sources and videos, conducting surveys, self-assessments, discussions, group activities and an online synchronous meeting via Adobe Connect.

Assessments include: discussion board forums, Wiki, Website, written assignments (papers and outline), quizzes and exams.

Rubrics for assignment evaluation are included in the Blackboard modules and in Course information.

Methods of Evaluations

**Discussion Boards (40pts)**

Let's Introduce ourselves forum 5pts.
Module 1: Discussion board #1 Cultural Heritage and History: 10pts.
Module 3: Discussion Board #2 HEALTH/health and ILLNESS/illness 10pts.
Module 4: Discussion Board #3 Healing Traditions 10pts.

**Quizzes (25pts)**

Orientation (Syllabus & APA Module) quiz 10pts.
Quiz #1 5pts
Quiz #2 5pts
Quiz #3 5pts

**Group/team guidelines document** 5pts.

**Wiki: Purnell Model Domains Transcultural Diversity** 25pts.
Cumulative Exam 25pts

Cultural Practices project (35 pts)
Annotated Bibliography 5 pt
Cultural Practices Outline initial draft 5pts
Cultural Practices Outline final draft 10pts
Cultural Practices Web Site 15pts

Total 155 pts

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>150-155</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>144-149</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>139-143</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>135-138</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>128-134</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>124-127</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>119-123</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>108-118</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>93-107</td>
<td>60-69%</td>
</tr>
<tr>
<td>E</td>
<td>0-92</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

Grading Policy:
The course grade is based on the assignments and compliance with deadlines and rubric guidelines. To pass this course students must display proficiency with the course learning outcomes as demonstrated in completion of assignments and quizzes and exams with a total cumulative score of 70% or above. There will be an optional extra credit assignment worth 3 points at the end of the semester. If there are questions regarding a grade of an assignment please bring it to the attention of your instructor within one week of the grade posting.

COURSE ASSIGNMENTS:

General Guidelines: Unless otherwise specified, all written work turned in must be APA style: 12 pt., Times New Roman font, a title page with header, running head, title, student name, university, and author Note. Papers are to be double-spaced with 1-inch margins. Include references as indicated in the assignment. All assignments will be accepted via written assignment submission in module or as designated by instructor. Points will be deducted if APA format is not followed. All assignments are to be submitted in Arizona time zone.
Group/Team Governance Guide
The team/group governance guide is a collaborative document that each cultural practices team will complete prior to starting the team work for the cultural practices project in Modules 4-7. Once teams are created (3-4 students per group), the team will create a Google doc with their team goals, how they will collaborate, expectations and communication methods. A template and instructions are in the introduction module. This is due the first full week of the course. The purpose of this assignment is to give the students the ability to create their own code of conduct for team dynamics and a contract between the team members.

Discussion Board Forums (5)
There are five discussion board forums. Discussion board forums have posted questions and discussion points that are related to required readings in textbooks, articles and videos in each module. Students are required to post at least three substantial posts for each discussion forum. First post is usually an answer and leading discussion on at least one question. Second and third posts are responses and furthering the discussion on a peer's post. All posts require more than an “I agree” type of response. Discussions must be well substantiated with citations and references, APA style. The final discussion forum in Module 7 is a peer review on at least three peer Cultural Practices websites following the written criteria in the discussion instructions.

Purnell Model Wiki Assignment (Wiki)
Wiki assignment is the opportunity to create a team "chapter" about the Domains of the Purnell Model. Each student creates one page of this project individually in the team Wiki site on Black board. A Wiki is a place where you can create and edit content. There is a sign up page in the Wiki (click into the Wiki site on the navigation bar) to sign up for a domain to discuss in the content of a page. Instructions for creating a Wiki page are also on the instruction page of the Wiki site for Purnell Model Wiki. There is a sample Wiki page in the Wiki section on the navigation bar.

Cultural Practices Project (Literature review, Outline and Final presentation)
Students will develop a website presentation that is the culmination of the semester work. The goal of this presentation is to research cultural practices of a particular culture and their relationship to health. This team project has 3 parts, an initial Annotated Bibliography in a course Wikispaces website, an outline using a Google doc and then a website (using a team Wikispaces) created from the information in the outline. This team project is started in Module 5 (annotated bibliography), Module 5 Cultural practices rough draft outline in a Google doc, Module 6 final draft of outline, and completed web site and peer reviews in Module 7 (Wikispaces Website). The team will research one of the following cultures. There will be an online synchronous meeting in Week 3 to discuss the final project. This meeting is set up as an Adobe Connect meeting. It is a recommended meeting. Times are determined by survey and needs of the students. There is usually the choice of two-three times and days.
Present the one of following areas related to your chosen ethnic group, the number of cultures to be represented are based on the number of students in the course, could be more or less:

- Health and Illness in American Indian /Alaska Native/Yaqui
- Health and Illness in Filipino
- Health and Illness in Japanese
- Health and Illness in Hispanic
- Health and Illness in African American
- Health and Illness in Hindu
- Health and Illness in Eastern Muslim
- Health and Illness in Chinese
- Health and Illness in Jewish
- Health and Illness in Italian
- Health and Illness in Vietnamese

Criteria for content:

- Objectives aligned with presentation
- History of ethnic group outside the U.S. and their migration process
  - Brief description of the country: Geographic location and size; population size and educational status; economic information (economic development status; per capita income; major industries)
  - Health status: life expectancy rates of population growth (men, women, children, specific sub-groups); infant mortality rates
  - Health Care System: Type of system; resource allocations and types of services available
- Traditional perceptions of the HEALTH/health and ILLNESS/illness by this culture
- Current health care problem
  - Prevalence and incident rates of health problems; overall and across the sub-populations
- Leading cause of death
  - Death rate and among those infected
  - At-risk groups: description of relevant at-risk groups
- Develop a health care profile of strengths versus challenges for your culture by comparing beliefs, values behaviors and/or practices favoring health and those negatively influencing health
- Discuss 4 important topics which would need to be assessed in order to provide culturally competent healthcare to your cultural group
- Interviews with people in the community and personal observations
- Summary and conclusions
- Reference page APA style format (literature review will start this reference list)

**Cumulative Exam** – Covers all material in the course (will be in Module 6)
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Activities</th>
<th>Assignments/due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Course Introduction Introduction to peers</td>
<td>Review course syllabus/Start Here tab in Blackboard</td>
<td>Post introduction in Course Introduction Discussion forum and 1 peer post Due: Sunday 8/23</td>
</tr>
<tr>
<td>8/20-8/23/15</td>
<td>Sign up for Cultural Practices project team (Wiki Cultural Practices Team sign up) If you do not sign up by Sunday 8/23 you will be randomly assigned to a team.</td>
<td>Review APA module and websites listed</td>
<td>Orientation Quiz (Syllabus &amp; APA Module) Due: Sunday 8/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic integrity reading and interactive lesson</td>
<td>Complete meeting survey 8/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post introduction in Course Introduction Discussion forum and 1 peer post Due: Sunday 8/23</td>
<td>Sign up for Cultural Practices Team (sign up is in Wiki site) 8/23</td>
</tr>
<tr>
<td></td>
<td>• Articulate the attributes of cultural competency</td>
<td>Meet with team to discuss team dynamics and assign topics for final project. This should be on a Google doc for collaboration.</td>
<td>Complete Team Governance Guide in Google docs Due Wednesday 9/2</td>
</tr>
<tr>
<td></td>
<td>• Define terms pertaining to heritage consistency: culture, subculture, ethnicity, religion, race, acculturation, assimilation, socialization</td>
<td>Create a Group/team governance guide</td>
<td>Note that the Team Governance guide due date is into the next week but is</td>
</tr>
<tr>
<td></td>
<td>• Discuss sociocultural events that may influence life trajectory</td>
<td>• Create a group guideline contract</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explore and analyze sources of cultural conflict</td>
<td>• Identify communication sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss Giger &amp; Davidhizar’s model of cultural components that affect health care</td>
<td>• Develop a common groundwork for team effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a Group/team governance guide</td>
<td>• Create Google docs for team work</td>
<td></td>
</tr>
</tbody>
</table>
Week 2/Module 2  
8/31-9/6/15

Cultural Demographic Change: Diversity and Poverty
- Describe diversity in the United States population
- Explore demographic changes in the census of the United States
- Identify immigration patterns
- Describe economic issues related to poverty

Transcultural Diversity/Purnell Model
- Discuss cultural experiences in a health care setting
- Define the terms Attitude, Belief, & Ideology
- Describe cultural awareness, cultural sensitivity, and cultural competence


Online videos:


Group Governance narrated PPT.

Spector (8th ed)  
Chapter 3


Purnell Model assigned Internet articles

Video: (Optional) Widener Web Team (Producers). (2012, April 30). *Larry*

submitted in the Week 1 submission box.

Quiz #1 Due Sunday 9/6

Due Sunday 9/6
**ARIZONA STATE UNIVERSITY**  
College of Nursing & Health Innovation

<table>
<thead>
<tr>
<th>Week 3/Module 3</th>
<th>Concepts of HEALTH/Health and ILLNESS/Illness</th>
</tr>
</thead>
</table>
| 9/7-9/13/15    | • Explain primary and secondary characteristics  
|                | • Define: worldview and transcultural health care  
|                | • Explore the ethical issues related to cultural diversity  
|                | **Introduction to the Purnell Model**  
|                | • Describe the progression from unconscious incompetence to unconscious competence in relation to culture  
|                | • Describe how macroaspects and microaspects of the Purnell Model for Cultural Competence and the twelve domains of Purnell and the affect how care is offered or received  
|                | Purnell on cultural competence. [YouTube Video]. Retrieved from [https://www.youtube.com/watch?v=O31aZD3sEew &list=PLfBzO3LPvqaiWYLuEm8VVuSrv4RG9d & index=1](https://www.youtube.com/watch?v=O31aZD3sEew &list=PLfBzO3LPvqaiWYLuEm8VVuSrv4RG9d & index=1)  
|                | Purnell PowerPoint  
|                | **Family Traditions and beliefs**  
|                | • Describe your family's beliefs and practices  
|                | • Compare and contrast the difference and similarities between you and your peers in respect to beliefs and practices  
|                | • Explain Consciousness Raising  
|                | **Online meeting TBA**  

<table>
<thead>
<tr>
<th>Week 3/Module 3</th>
<th>Concepts of HEALTH/Health and ILLNESS/Illness</th>
</tr>
</thead>
</table>
| 9/7-9/13/15    | **Spector (8th ed)**  
|                | **Chapter 4-5**  
|                | Required Internet articles and video in Module 3:  

<table>
<thead>
<tr>
<th>2 Peer posts between Thursday-Sunday 9/10-9/13 11:59 pm</th>
<th><strong>Discussion Board #2 Health/HEALTH &amp; Illness/ILLNESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial post:</strong> Wednesday 9/9 11:59 pm</td>
<td><strong>Quiz #2 Due:</strong> Sunday 9/13 11:59 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Peer posts between Thursday-Sunday 9/10-9/13 11:59 pm</th>
<th><strong>Discussion Board #2 Health/HEALTH &amp; Illness/ILLNESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial post:</strong> Wednesday 9/9 11:59 pm</td>
<td><strong>Quiz #2 Due:</strong> Sunday 9/13 11:59 pm</td>
</tr>
<tr>
<td>Week 4/ Module 4</td>
<td>Healing Traditions</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9/14-9/20/15</td>
<td><em>Identify and apply your own spirituality and its uses in practice with clients/patients.</em>&lt;br&gt;<em>Explain how natural healing is associated with nursing.</em>&lt;br&gt;<em>Discuss various forms of Healing practices.</em>&lt;br&gt;<em>Discussion of objects/amulets/substances used in healing.</em>&lt;br&gt;<em>Compare and contrast the following types of healing: spiritual, inner, physical, and deliverance or exorcism.</em>&lt;br&gt;<em>Discuss different cultural rituals</em></td>
</tr>
</tbody>
</table>

**Strategies for providing cultural competent health care for Hmong Americans.**

<table>
<thead>
<tr>
<th>Week 5/ Module 5</th>
<th>Annotated bibliography research learning outcomes:</th>
<th>Literature search for Cultural practices project: Library search, Internet search</th>
<th>Annotated Bibliography in course Wikispaces site: Due Wednesday 9/23 11:59 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21-9/27/15</td>
<td><em>Identify an online or library resource that supports the learning outcomes of the Cultural Practices Project.</em>&lt;br&gt;<em>Develop a level of awareness of the background and health problems related to the ethnic culture of your choice.</em>&lt;br&gt;<em>Identify and describe selected traditional health beliefs and practices.</em>&lt;br&gt;<em>Identify traditional pathways to HEALTH care.</em>&lt;br&gt;<em>Identify potential and actual health challenges between traditional and conventional health care.</em></td>
<td><strong>Cultural Practices Outline learning outcomes:</strong>&lt;br&gt;<em>Evaluate the importance of the role culture plays in determining how different people perceive and shape their world.</em>&lt;br&gt;<em>Describe the impact of US and non-U.S. cultural definitions of health, illness and disease causation on an individual’s health maintenance practices and response to healers.</em>&lt;br&gt;<em>Compare and contrast healing and treatment methods of various cultures with those of the Western health care delivery system and assess their influence upon that system.</em>&lt;br&gt;<em>Identify cultural strengths and barriers that influence utilization of health care services.</em></td>
<td>Initial rough draft of Cultural Practices Outline in team Google doc. Due Sunday 9/27 11:59 pm.</td>
</tr>
<tr>
<td>Week 6/ Module 6</td>
<td>Cumulative Exam Open Monday 9/28 Closes Wednesday 9/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/28-10/4/15</td>
<td>Final draft Cultural practices outline with corrections and completed information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study guide for exam Review for Cumulative Exam &amp; complete Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review graded draft of outline, correct and complete outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam Closes Wednesday 9/30 11:59 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final completed Outline in Google doc Due Friday 10/2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7/ Module 7</th>
<th>Cultural Practices Presentation Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5-10/9/15</td>
<td>Peer evaluation of three Cultural Practices websites</td>
</tr>
<tr>
<td></td>
<td>Complete Cultural Practices Website from outline</td>
</tr>
<tr>
<td></td>
<td>Complete peer review on three peer Cultural Practices Websites in Discussion Forum.</td>
</tr>
<tr>
<td></td>
<td>Cultural Practices website Due Thursday 10/8 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Discussion forum: Peer review of Cultural practices websites due Friday 10/9 11:59 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ends 10/9/15</th>
</tr>
</thead>
</table>

**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 (preferred for Black Board))
- 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
- Google account for use with Google Docs (Should have one within the ASU gmail)
- Wikispaces website within ASU network (Sites will be assigned, no outside account needed)

**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 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 changed to the next day (assignment still due by 11:59 pm AZ time).

To monitor the status of campus networks and services visit the System Health Portal at http://syshealth.asu.edu/

Log in to your ASU account and access this Blackboard Help for Students page for technical help: http://tinyurl.com/mgg7js8

COURSE POLICIES

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between faculty and 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 course site daily.

Attendance/Participation
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 amount of points.

Studying and Preparation Time
In conjunction with the Arizona Board of Regents and in accordance with University policy 2-206 titled Academic Credit, “At least fifteen (15) contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium, as well as a minimum of thirty (30) hours of student homework is required for each unit of credit.” This means that the total course time for the 3 credit course is equal to 135 hours. In this seven and a half-week course you are expected to spend about 18 hours a week preparing and actively participating in this 3 credit hour course.

Late or Missed Assignments
All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit his/her assignment late, up to fifty percent can be deducted for a late assignment. A grade of “0” will be given to any assignment not completed. All assignment due dates are posted in this syllabus and the course schedule. Format for makeup exams are up to the discretion of the instructor.

If you need an accommodation for religious practices or will miss an assignment due to University-sanctioned activities, please follow the appropriate University policies.
Subject to change notice
All material, assignments, and deadlines are subject to change with appropriate prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change. It is recommended to check announcements and email daily.

Rewrites
Due to the short schedule for this course, rewrites are not permitted.

Submitting Assignments
All assignments unless otherwise announced by the faculty, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment. Please do not submit an assignment via email.

Drop and Add dates/Withdrawals
This course is 7.5 weeks and may be a foundational part of an on-going sequenced program; therefore there is limited opportunity to drop or add the course. Please check with your advisor and notify your faculty if you need to add or drop this course.

If you need to drop the course after the drop/add date, you may receive a W. If you have extraordinary medical or personal difficulties that make it impossible to continue the class or complete assignments, you may request a medical/compassionate withdrawal. If you are unable to complete the course and you meet the appropriate standards, you may request a Grade of Incomplete. Please check with your advisor for further information and help as needed.

Grade Appeals/Grievance Procedure
The University has a policy for Student Appeal Procedures on Grades. If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact the department chair to seek a resolution.

Academic Integrity
It is expected that students and faculty in the College of Nursing & Healthcare Innovation have an obligation to act with honesty and integrity, and to respect the rights of others.

The purpose of the Academic and Professional Integrity policy is to uphold standards of academic and professional excellence. ASU Academic Integrity Policy Academic dishonesty will not be tolerated.

Student Conduct Statement and Professional Expectations
ASU expects and requires all students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the Student Code of Conduct and Student Disciplinary Procedures. Computer, Internet and Electronics Policy and the Office of Student Rights & Responsibilities.

Students are entitled to receive instructions free from interference by other members of the class. If a student is disruptive, a faculty may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course.
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 Behavior.

Appropriate classroom and online behavior is defined by the faculty and includes keeping course discussion messages focused on the assigned discussion topics. Students maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of W or E. See above link.

The Office of 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.

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06, Commercial Note Taking Services, the copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory.

End of course and Faculty Evaluations
All students are expected to complete the End of the Course Evaluation. This is done electronically and you will receive an email with instructions. The feedback provided by you and others gives valuable information to the faculty and college and will be used to improve student learning.

Accessibility Statement
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resources Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Disability Resource Center (DRC). The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC for their campus. You can find contact information in this DRC link or get information from this link to the Disability Resource Center.

Wikispaces does not have an existing accessibility statement. Wikispaces does have a privacy statement found at http://www.wikispaces.com/privacy.