### Course information:
Copy and paste current course information from [Class Search/Course Catalog](#).

<table>
<thead>
<tr>
<th>College/School</th>
<th>Department</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health Solutions</td>
<td>School for Science of Health Care Delivery</td>
<td>MED</td>
<td>300</td>
<td>Historical and contemporary issues in health</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? **No**  
If yes, please identify course(s)

Is this a shared course? **No**  
If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? **Yes**  
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

<table>
<thead>
<tr>
<th>Chair/Director Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>NW</td>
</tr>
</tbody>
</table>

### Course description:

**Requested designation:** Literacy and Critical Inquiry – L  
**Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

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

**Submission deadlines dates are as follow:**
- For Fall 2016 Effective Date: October 1, 2015
- For Spring 2017 Effective Date: March 10, 2016

### Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

### Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

### A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

*It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.*

### Contact information:

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalia Wilson</td>
<td><a href="mailto:Natalia.Wilson@asu.edu">Natalia.Wilson@asu.edu</a></td>
<td>602-496-0330</td>
</tr>
</tbody>
</table>

### Department Chair/ Director approval: (Required)

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalia Wilson</td>
<td>01/19/2016</td>
</tr>
</tbody>
</table>
Chair/Director (Signature):
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
## ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE -- AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MED 303 syllabus page 5. 3 reflection papers 30% 3 discussion boards in which students are to critique articles related to the weekly topic. 45%. There is no text for the course. See MED 303 syllabus for a complete list of reading materials.</td>
</tr>
</tbody>
</table>

### CRITERION 1:
At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*

1. Please describe the assignments that are considered in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-1".

### CRITERION 2:
The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-2".
| CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments. |

MED 300 syllabus page 5. Description of assessments explains the nature of the assignments and definitions. Students will use the literature to develop the topics for the written assignments involving critical thinking and the ability to critically review research articles and peer-reviewed journals to provide support for written work and final presentation.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em> MED 300 syllabus page 5. Specific dates have not been identified, however in a 15 week semester, there is one discussion board every 5 weeks, one reflectin paper every 5 weeks, and a final presentation last week of class.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

*Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".*
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>There are three reflection papers and three discussion boards in which students are expected to critique and analyze relevance to the weekly course topics.</td>
<td>MED 300 syllabus. 85% of the assignments for the course are devoted to students' ability to write and express cohesively their understanding of the history of the medicine in the modern world and apply to contemporary issues facing health care today.</td>
</tr>
<tr>
<td>C-2</td>
<td>Guiding, interpreting and evaluating the evidence should be within the context of the written work.</td>
<td>MED 300 syllabus page 2: Learning outcomes match the course objectives.</td>
</tr>
<tr>
<td>C-3</td>
<td>There are three reflection papers and a final presentation.</td>
<td>MED 300 syllabus page 5: Description of assessments. While discussion board participation is not explicitly described for this criterion, the students are expected to be able to critique and discuss a journal article related to the weekly topical outline and to describe relevance, impact, stakeholders. In addition, reflection papers will need to identify impact on providers of system issues within health care and the client as well as social/ethical concerns. The final presentation enables the students by group to choose a topic from the discussion board projects to expand and describe in greater detail.</td>
</tr>
<tr>
<td>C-4</td>
<td>Assignments are arranged according to topical outline in the 15 week period.</td>
<td>MED 300 syllabus page 6: Grading procedure. students will be given feedback on all assignments within 72 hours of the the due date.</td>
</tr>
</tbody>
</table>
Faculty Information:
Name
Office: Location
Phone: (xxx) xxx-xxxx
Email address:
Office hours:

Course Information: MED 300

Course Title: Historical and Contemporary Issues in Health

Credit Hours: 3

Course Modality: Face-Face Course

Course Meeting Information:

Day of Week and Times
Location

Prerequisites: HSC 320

Corequisites: None

Catalog Description: Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.

Course Overview: The focus of this course is on the history of modern medicine and the evolution into contemporary issues facing health care today. Specific issues such as technological advances, personalized medicine, genomics, electronic medical records, telemedicine, patient-centered care, and ethical issues involved with these advances will be examined. A description of how these important issues currently impact health care providers will be examined.
Learning Outcomes:

At completion of this course students will be able to:
1. Explain the historical development of modern medicine and its evolution to contemporary issues in health.
2. Gain perspective on the ethical implications of contemporary health care in the social, cultural, and political context.
3. Understand the implications of science and medicine in shaping professional roles and patient expectations.
4. Identify concepts of personalized medicine that contribute to improved health outcomes.

Course Materials:
Required: Assigned readings. There is no textbook for this course.
Optional: None

General Topic Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Intro to course</td>
<td>Discussion of course, readings, assignments, expectations, etc.</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>The Flexner Report</td>
<td>Lecture/summary</td>
<td>Download any version of the original Flexner Report</td>
</tr>
<tr>
<td>Module 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Week 6** | Being wise in the calling  
Lecture  
| **Week 7** | Ethics  
| **Week 8** | From theory to practice  
Class discussion: Products of health science research and practices. Participatory research | [https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf](https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf)  
An ethics framework for a learning health care system: A departure from traditional research ethics and clinical ethics.  
Students to choose one other article of their choice to discuss in groups regarding participatory research. |
| **Week 9** | Personalized medicine  
Lecture: Definition and concepts  
Students to discuss article as well as recent news article on the topic of personalized medicine. |
| **Week 10** | Clinical Informatics  
Lecture Health technology; Electronic medical record | [http://www.healthit.gov/](http://www.healthit.gov/) |
<table>
<thead>
<tr>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 11</strong> Technology: Wearable technologies Technology: telemedicine Lecture/ Group presentations Project Honeybee at ASU <a href="http://sustainablehealth.org/honeybee/">http://sustainablehealth.org/honeybee/</a> Each group will present on aspects, costs, benefits of telemedicine</td>
</tr>
<tr>
<td><strong>Week 12</strong> Genomics Lecture TBD</td>
</tr>
<tr>
<td><strong>Week 14</strong> Resource allocation: limited medications and donor organs Lecture Class discussion TBD <a href="http://www.fda.gov">www.fda.gov</a> FDA mobile app for drug shortage information.</td>
</tr>
<tr>
<td><strong>Week 15</strong> Student panel/PPT discussions. Final Group presentations None</td>
</tr>
</tbody>
</table>

**Course Grading**

**Methods of Instruction:**
This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at [http://myasu.edu](http://myasu.edu) or [http://myasucourses.asu.edu](http://myasucourses.asu.edu)
Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.
“C-1” Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Number in Course</th>
<th>Total Course Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>3</td>
<td>45%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>

“C-2” Description of Assessments

“C-1, 2, 3” Discussion Board Participation: The course is divided into three, 5 week modules. There is a discussion board at the conclusion of each module. Students are to choose an article (not from the assigned readings) related to one topic from the weekly outline for each of the five weeks, critique and discuss in a PPT attachment: a brief description of the topic, stakeholders, relevance, and impact on providers and consumers. Students are to respond to at least 2 members of their group, citing references to the literature that differs from the group member’s post.

“C-1, 2, 3” Reflection Papers: Students will write 3 reflection papers (one per module) on one of the assigned readings from the module. The paper should be limited to 2 pages not including cover and reference page with the following: Why did you choose the article and how will it affect your future career goals? How can the information be used in practice vis-à-vis between provider and patient? What ethical or social concerns are involved? What are the implications for future research?

“C-1, 2” Final Presentation: Each group will present either in panel or PPT from one of the discussion board topics of interest for the group over the course of the semester. Groups will decide on their topic, and use the dedicated discussion board to formulate the presentation prior to class.

“C-4” Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 72 hours of the due date via the My Grades tab in Blackboard.

Grading: The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
</tbody>
</table>
Course Policies & Procedures

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

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

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

Campus Network or Blackboard™ Outage
When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM). If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (http://syshealth.asu.edu/). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment
This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.
Late or Missed Assignments
Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment due to University sanctioned activities (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

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

Drop and Add Dates/Withdrawals
This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (http://students.asu.edu/academic-calendar). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:
- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08html)
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09html)
- Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm/ssm203-09.html)

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

Student Conduct and Academic Integrity
ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (http://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity), and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class (http://www.asu.edu/aad/manuals/ssm/ssm104-02.html). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (http://www.asu.edu/aad/manuals/usf/usi201-10.html).
Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. The Office of Student Rights and Responsibilities accepts incident reports ([https://eoss.asu.edu/dos/srr/filingreport](https://eoss.asu.edu/dos/srr/filingreport)) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Prohibition of Commercial Note Taking Services**
In accordance with ACD 304-06 Commercial Note Taking Services ([http://www.asu.edu/aad/manuals/acad/acad304-06.html](http://www.asu.edu/aad/manuals/acad/acad304-06.html)), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

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

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

**Accessibility Statement**

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

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

Email: DRC@asu.edu
DRC Phone: (480) 965-1234
DRC FAX: (480) 965-0441
Technical Requirements & Support

Computer Requirements
This course requires Internet access and the following:

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

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

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

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

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

To contact the help desk you have two options:

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

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students
Appendix 1 Catalog Description MED 300 Historical and Contemporary Issues in Health

Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of way in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.