Course Syllabus

Organizational Mindfulness: Leadership and Success in the Workplace

Faculty Information

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Course Information

Course Number
HCR 394

Course Title
Organizational Mindfulness: Leadership and Success in the Workplace

Credit Hours
3 Credit Hours

Course Modality
iCourse / oCourse

Prerequisites
HCR HCR 394

Corequisites
None

Course Description
Because the demands of today's workplace require not only knowledge and proficiency, but flexibility and resilience, this course helps students build the essential resilience and leadership skills of empathy, compassion, patience, and understanding for both themselves and others. This course uses mindfulness as a toolkit to help students develop the emotional and practical skills needed to navigate their careers and develop into empathetic, innovative, compelling leaders.

General Course Overview/Objectives
This class is designed for students wishing to apply mindfulness practice toward greater effectiveness and success as a team member and leader in the workplace. Readings, activities and assignments will be tailored toward deeper comprehension, discovery, reflection and practice. The course will be structured around 8 tenets of mindful leadership aligned with the US Surgeon General's framework for workplace health. Major areas of exploration will include the development of emotional intelligence for the cultivation of healthy environments for themselves and others; cultivate trusting, intentional relationships; and becoming attuned to their own well-being needs and gaining the capacity to better meet the needs of others. Students will build leadership skills by learning to use mindfulness-informed practices to inspire confidence, trust and commitment through accountability, authenticity and transparency and nurturing cultures of inclusion, empathy, compassion and gratitude. Finally, they will learn how to and practice navigating difference and conflict; becoming resilient to adversity and flexible to change; and tapping into their own creativity, innovation, focus and productivity while fostering organizational culture conducive to the same.

Student Learning Outcomes
At the completion of this course, students will be able to:

1. **Comprehend** the effects of chronic stress and mindfulness and **identify** their own behaviors under stress or when in a mindful state;
2. **Comprehend** current trends, demographics, and mental health challenges in the workforce broadly and in their chosen field specifically;
3. **Explain** how stress affects job performance (including decision-making and leadership) and interpersonal relationships;
4. **Apply** strategies for creative problem-solving and navigating difference and conflict;
5. **Distinguish** the ways healthy working relationships, work-life balance, and trust-based professional relationships can lead to greater workplace focus, productivity, innovation and increased sense of purpose, job satisfaction and resilience;
6. **Compare** and **assess** various leadership styles and strategies;
7. **Consider** how leading with compassion, empathy, gratitude and emotional equanimity can lead to stronger teams, greater performance and productivity, and increased purpose and job satisfaction.

Course Materials

Required Materials
- Assigned readings and videos

Optional Materials
- *Highly recommended*: mobile device-accessible meditation app (Meditation, Headspace, Calm or Insight Timer). Free versions are available on Apple and Android app stores.

General Topic Schedule

	Outcome(s)	Topics/Lessons	Activities	Assignments
Week 1	Learners will: • **understand** the course goals, objectives, and learning outcomes for this course; • **understand** the structure, expectations, and deliverables of this course; • **understand** course navigation and learning tools; • **identify** current trends and demographics in workplace culture and mental health challenges; • **consider** their learning needs and motivations in taking this course; • **identify** forms of emotionally-intelligent leadership and begin articulating their own leadership style.	**Introduction** Course structure and navigation; syllabus review; basic principles of mindfulness (terms, vocabulary). **Mindfulness and personal/professional leadership:** resilience; problem–solving, critical thinking, and innovation; communication and relationship-building. **The shifting workplace:** stressors and challenges; cultural norms post-Pandemic; values and expectations.	**Watch:** meet your faculty (video) **Review:** syllabus and lesson plan **Review:** introduction to Canvas **Review:** introduction to Voicethreads **Review:** introduction to activities/assignments **Review:** Gueci and Reeves-Blurton *(PPT/presenta*tion) **Watch**: Sophia Town, *Mindful Leadership* (16 mins)	**Critical analysis paper #1 ASSIGNED:** *DUE Week 4.*
Week 2	Learners will: • **discuss** how we can create healthy workplace environments by being mindful and taking steps to mitigate our own stress responses and those of our teams; • **summarize** the U.S. Surgeon General's framework for healthy workplaces; • **identify** emotionally-intelligent leadership strategies; • **identify** daily stressors; • **practice** mindfulness techniques: stress reduction; • **reflect** on mindfulness techniques: stress reduction.	**Tenet of Mindful Leadership: Cultivating a Healthy Workplace Environment** Surgeon general's framework priorities: protection from harm, connection and community, mattering at work, work-life balance. The stress response; reaction versus response; stress fingerprints, triggers, impulses and behaviors. 5 team-engaging forms of leadership (transformational/visionary, coaching/strengths-based, affiliative, democratic, servant).	**Watch:** Alexander Lyon, Theories of Leadership (1 hr. 34 mins) **Watch:** Andy Whitehead, The Six Leadership Styles and Emotional Intelligence (8 mins) **Read:** US Surgeon General's Framework for Workplace Mental Health and Well-Being (2022) **Review:** Gueci and Reeves-Blurton (PPT/presentations)	**Daily practice + mindfulness journal:** stressors **Discussion board + responses:** **Short reflection paper 1:** **Action leadership log:**
Week 3	Learners will: • **consider** how mindfulness-informed interactions promote the cultivation of trusting, intentional relationships; • **evaluate** the 8 steps of the transformational leadership	**Tenet of Mindful Leadership: Creating trust and intentional relationships through mindful engagement with others.** Surgeon General's framework priorities: protection from harm, work-life harmony	**Watch:** Kotter's 8-Step Change Model Explained (10 mins) **Watch**: John Kotter, Change (59 mins) **Review:** Gueci and Reeves-Blurton (PPT/presentations)	**Daily practice + mindfulness journal:** mindful listening **Discussion board + responses:** **Short reflection paper 2:** **Action leadership log:**

	model and critically evaluate its merits or demerits ● **practice** mindfulness techniques: mindful listening and communication ● **reflect** on mindfulness techniques: mindful listening and communication	Benefits of mindfulness: mental focus, rational thought, and emotional regulation. Visionary/transformational leadership. John Kotter's 8-step change model for transformational or visionary leadership.	**Watch:** Simon Sinek, Start With Why: How Great Leaders Inspire Action (18 mins) **Watch:** Simon Sinek, The Art of Listening (5 mins)	
Week 4	Learners will: ● **describe** how attendance to our well-being helps us better serve and work with others; ● **consider** how accountability, authenticity and transparency can help leaders inspire confidence, trust and commitment; ● **evaluate** key concepts and principles of coaching-based or strengths-based leadership; ● **consider** and **practice** mindfulness exercises around patience, trust and acceptance; ● **consider** the practices of humility, transparency, and authenticity and their connections to leadership. ● **practice** mindfulness techniques: lovingkindness and goodwill. ● **reflect** on mindfulness techniques: lovingkindness and goodwill	**Tenets of Mindful Leadership: Becoming attuned to our own well-being needs to better serve others; inspiring confidence, trust and commitment from those we engage with through accountability, authenticity, and transparency.** Filling your own cup first: our social, emotional, and physical batteries Coaching/strengths-based leadership. Surgeon General's framework: mattering at work, work-life harmony, opportunity for growth, connection and community Practicing patience, trust and acceptance of ourselves, others, and situations for growth and autonomy. Practicing humility, transparency, and truthfulness/authenticity to be real models vs. role models.	**Watch:** UC Davis Executive Leadership Program, Emotional Intelligence: How Good Leaders Become Great (34 mins) **Watch:** Coaching Leadership: The Long Term Leadership Style for People Growth (13 mins) **Read:** Positive Psychology, Strengths-Based Leadership: 34 Traits of Successful Leaders **Watch:** Simon Sinek, Trusting Teams: The Five Practices (9 mins) **Watch:** Chris Wejr, Want to Bring Out the Best in People? Start With Strengths (20 mins) **Watch:** Brene Brown, Anatomy of Trust (22 mins) **Review:** Gueci and Reeves-Blurton (PPT/presentations) **Watch:** Patty Beck, self-care, balance and ethics in the workplace (presentation)	**Daily practice + mindfulness journal:** lovingkindness meditation **Discussion board + responses:** **Action leadership log:** **Critical analysis paper #1 DUE** (assigned week one) **Assigned: critical analysis paper #2 ASSIGNED:** *DUE Week 7.*
Week 5	Learners will: ● **consider** the connections between empathy, compassion, and creating inclusive spaces ● **consider** the effects of identity-based stressors, sense of belonging, and their effects on workplace culture and individual performance;	**Tenet of Mindful Leadership: we can safeguard and nurture cultures of inclusion, empathy, compassion and gratitude to safeguard our colleagues, patients, students, clients or constituents.** Surgeon General's framework: protection from harm, mattering	**Watch:** Affiliative Leadership: Create Harmony and Team Commitment (12 mins) **Review:** Gueci and Reeves-Blurton (PPT/presentations)	**Daily practice + mindfulness journal:** Just Like Me meditation OR gratitude practice **Discussion board + responses:** **Action leadership log:**

	• **discuss** the neurochemistry of prosocial behavior, compassion, empathy and gratitude; • **consider** the importance of compassion and empathy in the workplace, as well as the unique hazards to emotional health in the 'helping' professions • **practice** mindfulness techniques: commonality and gratitude • **reflect** on mindfulness techniques: commonality and gratitude	at work, connection and community. Neurochemistry of the brain and prosocial behaviors, compassion, empathy and gratitude. Compassion/empathy/disaster fatigue, overwhelm and burnout. Empathy and holding space for others. Building connection and community with others. Affiliative leadership.	**Review:** Reeves-Blurton, *Minority Stress* (presentation) **Watch:** Barry Kerzin, Wayne Tormala, and Zachary Reeves-Blurton, Healing the World through Compassion (9 mins) **Watch:** Barry Kerzin and Nika Gueci, Emotional Hygiene (18 mins) **Watch:** Simon Sinek, Understanding Empathy (22 mins)	**Short reflection paper 3:**

Week 6	Learners will:
	
	  consider the connections between mindfulness, emotional equanimity, and professional behaviors;
	  discuss the connection between interpersonal interaction, group problem-solving, and team productivity;
	  consider the benefits of emotional intelligence in team-building and decision-making
	  consider the connections between mindfulness, emotional equanimity, and resilience in the workplace
	• **evaluate** key concepts and principles of democratic leadership;
	• **practice** mindfulness techniques: forgiveness, acceptance, patience
	• **reflect** on mindfulness techniques: forgiveness, acceptance, patience
		Tenet of Mindful Leadership: we can learn to navigate difference and conflict rationally and professionally in ways that respect the viewpoints and dignity of all parties.
		
		Surgeon General's framework: protection from harm, mattering at work, opportunity for growth, connection and community
		
		Mindfulness and emotional regulation (recap).
		
		Mindfulness for human connection.
		
		Deconstructing emotion and using emotion constructively; the power of emotional intelligence.
		
		Tenet of Mindful Leadership: we can be flexible, calm, and be resilient to challenge and adversity, better able to weather workplace change and provide greater stability and security for our teams, clients or constituents.
		
		Democratic leadership.
			Watch: Democratic Leadership Style (9 mins)
			
			Watch: bell hooks and John A. Powell, Belonging through Connection, Connecting through Love: Oneself, the Other, and the Earth (59 mins)
			
			Review: Gueci and Reeves-Blurton, (PPT/presentations)
				Daily practice + mindfulness journal: meditation for forgiveness, acceptance and patience
				
				Discussion board + responses:
				
				Short reflection paper 4:
				
				Action leadership log:

Week 7	Learners will: • **consider** the connections between mindfulness, creativity, innovation, focus and productivity;	**Tenet of Mindful Leadership: we can be creative, innovative, focused and productive, creating an organizational environment conducive to the same.**	**Review:** Gueci and Reeves-Blurton, (PPT/presentations) **Review:** Gueci and Reeves-Blurton (PPT/presentations)	**Daily practice + mindfulness journal:** body scan meditation for stress reduction **Discussion board + responses:** **Action leadership log:**

| | identity mindfulness-based strategies for stress reduction and mental focus;
● evaluate key concepts and principles of servant leadership;
● practice mindfulness techniques: stress reduction
● reflect on mindfulness techniques: stress reduction | Servant leadership. | **Watch:** Liz Theophille, [Servant Leadership: How to Lead with the Heart](#) (14 mins)

Watch: Lolly Daskal, [We Cannot Lead Others Without First Leading from Within](#) (13 mins) | **Critical analysis paper #2 DUE** *(assigned week 4)* |

Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at https://my.asu.edu or https://canvas.asu.edu.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value (200 points)
Discussion Boards	6	30 (5 pts. each)
Action Leadership Log	6	30 (5 pts. each)
Daily Practice/ Mindfulness Journal	6	30 (5 pts. each)
Short Reflection Paper	4	60 (15 pts each)
Critical Analysis Paper	2	50 (25 pts. each)

Description of Assessments

- **Discussion Board Participation:** every week, students will complete one original, thoughtful discussion board post (one or two paragraphs) based on the week's provided prompt. Include at least one cited reference from an article (popular press or scholarly article) to support any claims or support your assertions. For full discussion board participation points, each student must thoughtfully reply to two other posts or comment threads. Discussion boards opens on Sunday; initial posts are due by Wednesday, and responses are due by the board's closing on Saturday.

- **Action Leadership Log:** throughout the course, we will be examining an array of emotionally-intelligent leadership styles. Students will reflect and submit a short reflection (3-4

paragraphs each) for each leadership style covered. Students should cite at least one article or video of their choice to support their conclusions.

- **Daily Practices and Mindfulness Journals:** the only way to learn and benefit from mindfulness is to practice regularly. Students will commit to completing **daily mindfulness exercises** designed to cultivate and strengthen greater mindfulness practice. Daily **brief reflections** (1-2 paragraphs) in their mindfulness journals will chronicle insights, raise or grapple with questions, and reaffirm their developing practices. *At least five entries per week required for full credit.*

- **Short Reflection Papers:** students will be responsible for submitting four short reflection papers. These papers will be 2-3 pages in length and ask students to reflect upon their own experience or insights on the week's exercises, readings, videos, or a combination. Note: see sample reflection paper [here](#).

- **Critical Analysis Papers:** twice in the semester students will submit a 5-6 page critical analysis paper. In these papers, students will be asked to synthesize knowledge gained throughout the course, including leadership philosophies, insights from their mindfulness practice, and research into workplace or leadership trends within their chosen field.

Grading

Grade	Percentage	Points Range
A	90 – 100%	180 – 200
B	80 – 89%	160 – 179
C	70 – 79%	140 – 159
D	60 – 69%	120 – 139
E/F	68% and below	138 and below

Grading Procedure
Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the Grades tab in Canvas.

Course Policies & Procedures

Online Course
This is a course that requires active participation online through engagement with readings, videos, and contribution to group discussion posts. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Weekly course modules open on Sundays at 12:01 am. Unless otherwise noted, assignments are due by 11:59 pm on Saturdays. Initial discussion board posts are due on Wednesdays at 11:59 pm and responses are due on Saturdays at 11:59 pm. All times are AZ Mountain Standard Time. *As Arizona does not observe Daylight Savings, please be aware of time changes.*

Communicating With the Instructor
This course uses a Canvas discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructors. You can expect a response within 48 hours (weekends excepted). We are also available via Zoom. We look forward to engaging with you!

Email and Canvas Inbox
ASU email is an official means of communication among students, faculty, and staff (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html). Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see https://community.canvaslms.com/docs/DOC-10624-4212710344).

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage
When access to Canvas 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 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (https://asu.service-now.com/sp?id=services_status). 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
Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours
- 6 credit hours = 270 total hours

ASU courses range in length from 6 weeks to 15 weeks.

Absences and Late or Missed Assignments
Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University policies to request an 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).

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. In graded courses, assignments submitted up to 7 days after the due date will receive a 50%-point deduction. Assignments submitted after 7 days will receive zero points, but must be submitted to meet course requirements.

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

Use of Electronic and Smart Devices During Exams
All electronic and/or smart devices (examples include, but are not limited to cell/mobile/smart phones, tablets, watches, smart glasses, etc.) are prohibited during the exam and must be placed with belongings in the area designated by faculty for the duration of the exam. Unless otherwise specified by faculty, handheld calculators are also prohibited.

To minimize distractions during the exam, please ensure that phones and other digital devices are silenced or turned off during the exam (not placed on vibrate).

Prohibited aids are any devices or materials that may be helpful in taking the exam. Using, accessing, or attempting to access any prohibited aids is a violation of academic integrity.

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 (https://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/ssm201-08.html)
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09.html)
- 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. Any disputes about the grade of an assignment must be discussed with your instructor within 48 hours of the grade being posted. 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 https://provost.asu.edu/academic-integrity/policy), 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 must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

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/ssm/ssm201-10.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.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

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

Title IX Statement
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, https://goto.asuonline.asu.edu/success/online-resources.html.

Edson College of Nursing and Health Innovation Student Handbooks
Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (https://nursingandhealth.asu.edu/students/policies-handbook).

Copyright and Prohibition of Commercial Note Taking Services
Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304–06, "Commercial Note Taking Services" for more information).

How Long Students Should Wait for an Absent Instructor
In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

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. Information in the syllabus, other than grade and absence policies, may be subject to change with reasonable advance notice. 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 Canvas 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 ASU Student Accessibility and Inclusive Learning Services (SAILS) 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 Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (https://eoss.asu.edu/accessibility). Check the SAILS website (https://eoss.asu.edu/accessibility) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu
SAILS Phone: (480) 965-1234
SAILS 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 (https://www.mozilla.org/en-US/firefox/new/)
- Adobe Acrobat Reader (https://get.adobe.com/reader/)
- Microphone and speaker
- Webcam

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

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see https://community.canvaslms.com/docs/DOC-10701 for more information)
- Using ASU email (see https://links.asu.edu/emailguide for more information)
- 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 (such as Microsoft PowerPoint, Google Slides, etc.)
- Note: Microsoft Office 365 (including Word, Excel, PowerPoint, etc.) is available for free download to PCs, Macs, and some tablets. See https://myasu.force.com/authkb?id=kA1d0000000DIYr for more information.

Technical Support
This course uses Canvas to deliver course content. It can be accessed through MyASU at https://my.asu.edu or the Canvas home page at https://canvas.asu.edu.

To monitor the status of campus networks and services, visit the System Status Portal at https://systemstatus.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 https://my.asu.edu/service
- Chat: assessed through the MyASU Service Center at https://my.asu.edu/service
- Call toll-free at 1-855-278-5080

Tutoring Support

Services are offered in person and online through University Academic Success Programs for ASU students who are currently enrolled in courses.

- Tutoring is available in math, business, science, engineering, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate writing tutoring is available for any type of writing project for any course.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Resources are available through our Online Study Hub, YouTube channel, Zoom recordings, and handouts.

Visit https://tutoring.asu.edu or call (480) 965-9072 for more information about these services.