

HCR 598: Health Policy Academy Course Syllabus

Faculty Information

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Course Information

Course Number

HCR598

Course Title

Health Policy Academy

Credit Hours

3

Course Modality

iCourse

Prerequisites

- None

Corequisites

- None

Course Description

The Health Policy Academy (HPA) is designed to help students decode and demystify the world of health policy. Students in HPA, regardless of past experience or training, will have the opportunity to learn the ins and outs of the health policy sphere. Knowing how policies are constructed, what values underlie them, and how they succeed or fail makes everyone more effective at work or in their civic role. Throughout all HPA courses, we link theory and concepts to real-world policy issues and current events. It is our intent that this course will equip students with tangible, practical skills to use in their own work as policy advocates.

General Course Overview/Objectives

1. This course will provide basic skills necessary for policy advocacy.

2. Students will learn a framework for understanding the social, political, and economic dimensions of health policy.
3. Students will gain an understanding of the basics of policy-making and advocating.
4. Students will conceptualize innovative strategies for changing policy by drafting their own bill language and doing research on their issue of choice.

Module 1

1. What is the government's role in health policy changes?
2. How does a bill become law?
3. Looking back at the Medicaid Expansion documents, do you believe the expansion of Medicaid was the right move for Arizona?
4. Did then Gov. Brewer have the support from her caucus? Why or why not?

Module 2

1. How do I find my elected officials and how do I contact them?
2. How were stakeholders involved in the case study for the dental hygienist bill from 2018?
3. Were the testimonies in committees powerful enough to sway votes and were they effective enough to impact the floor votes?
4. Looking at the health topics you are most interested in, what are some of the political considerations surrounding this policy area? For example, where can the opposition come? Who is it impacting the most?

Module 3

1. Some of your work as a health policy advocate will include working with professional organizations, in order to garner their support and endorsement of your initiative. How will you engage with these associations?
2. What is different about working with an association versus lobbying a legislator?
3. What do you believe will be the most difficult and challenging parts of the advocacy process?
4. What thoughts do you have for overcoming those obstacles?

Module 4

1. What will be your best way of communicating with legislators?
2. Who are your resources and how can you maximize them?
3. What is the governor's process when a bill makes it on to his desk?
4. Are there different ways of changing policy without legislation?
5. Can the process be used for both good and bad?
6. How can you make a difference on policy if you are not there?

Module 5

1. What are the differences between legislation that a legislator wants versus public health interests and what is best for the community and how can we ensure that it is not going to create more harm than good?
2. What is the landscape of politics after legislation has been voted out and signed and what repercussions or positive effects can it have?
3. What can be done to create change without legislation?
4. Is all messaging the same or does it need to be customized?

Module 6

1. How is implementation of policy done?
2. What happens after a bill becomes law and how do the agencies respond?
3. How do agencies adjust to the new laws and standards set by the legislature ?
4. Can changes be made when agencies find it difficult to adjust?
5. Who do the agencies work under and how are they affected by politics?

Module 7

1. What is the most important part of Arizona functioning as a state?
2. What is the budget process?
3. What are examples of appropriation related bills vs regular policy bills?
4. Who controls the budget and who is involved?
5. Who can request budget asks and how are they included?

Each week you will be assigned two legislative case studies, articles and videos to complete the assignments. Please keep in mind that you will need to watch all videos provided to ensure you do not miss anything and can answer the questions on the self check and quiz for the week. It will be time consuming however you will learn what you need to know to be effective.

Course Materials

Required Materials

- All readings are included as a PDF and link, videos of floor sessions are provided and will be available on the youtube link. Bill debates and hearings can range from 2-4hours of time please watch all of the video so you do not miss important information. No textbook is required.

General Topic Schedule

	Topics	Lessons	Activities	Assignments
Week 1	1. Identify the historical and current role of government, as it relates to health policy.	Orientation and welcome video Health Policy	Read articles and watch the two case study videos to complete the self check and quiz in	Self Check on case studies Journal Entry

	<ol style="list-style-type: none"> 2. Learn the steps of the legislative process. 3. Identify the ins and outs on how a bill becomes law. 4. Describe the various avenues in which you can advance health policy with legislation. 5. Learn about the most important policy issues and how they have shaped health care policy in Arizona. 6. Learn legislative terminology most commonly used. 	<ul style="list-style-type: none"> • What is Health Policy • Health Policy Content <p>Legislative Case Study</p> <ul style="list-style-type: none"> • Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Read two Health policy articles</p> <ul style="list-style-type: none"> • Legislative Action in Detail • Understanding Arizona Districts <p>Legislative Case Study</p> <ul style="list-style-type: none"> • Watch bill hearings, COW debate, third reads and read and understand the legislation 	<p>order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and readings</p>	<p>Self Check on case studies</p> <p>Quiz 1</p>
<p>Week 2</p>	<p><u>Module 2</u></p> <ol style="list-style-type: none"> 1. Analyze how the political process influences health, health care delivery, and health care financing 2. Describe the political process related to making 	<p>Legislative Case Study- Watch bill hearings, COW debate, third reads and read and understand the legislation</p> <ul style="list-style-type: none"> • Medicaid Expansion Bill <p>Read articles on medicaid</p>	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p>	<p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 2</p>

	<p>health policy decisions</p> <ol style="list-style-type: none"> 3. Identify key “think tank” organizations, and their corresponding political perspective, related to health policy 4. Research on how to find your elected officials 5. Identify key players that will help move your ideas forward by building coalitions 	<p>expansion and how it happened in Arizona</p> <ul style="list-style-type: none"> ● Creating Public Value <p>Health Politics and Policy: navigating the ins and outs of working with stakeholders and elected officials</p> <p>Legislative Case Study- Watch bill hearings, COW debate, third reads and read and understand the legislation</p>	<p>Quiz will be based on video and readings</p> <p>Construct a political strategy for advancing a health policy idea using the forms provided</p>	<p>Submit political strategy document</p>
<p>Week 3</p>	<ol style="list-style-type: none"> 1. Research and organize a variety of data sets to promote health policy and to refute opposition or support 2. Build a strategy plan to organize grassroots advocates 3. Develop communication plans for elected officials, staff and agencies 4. Identify key media outlets for strategic messaging for your issue 	<p>Legislative Case Study- Watch bill hearings, COW debate, third reads and read and understand the legislation</p> <ul style="list-style-type: none"> ● Get to know your Elected Representatives ● Elected Representative-Content ● Legislatures Across the US ● How policies are similar in different states <p>Legislative Case Study</p>	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and readings</p> <p>Create a comprehensive advocacy plan, utilizing the public policy blueprint document</p>	<p>Midterm Exam</p> <p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 3</p> <p>Submit Advocacy plan</p>

		<ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation 		
Week 4	<ol style="list-style-type: none"> 1. Apply what you have learned in the previous modules to your advocacy skills 2. Identify what happens after a bill has made it out of both chambers 3. Learn the Governor's role in legislating and his powers 4. Learn to use RTS (request to speak) system 5. Learn the rules and procedures of the house 	<p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation <ul style="list-style-type: none"> ● Partisan Politics and what happens next <p>Overview: Effective Advocacy</p> <ul style="list-style-type: none"> ● What is Advocacy and Lobbying? ● Take A Closer Look and create your own blueprint <p>Legislative Case Study</p>	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and reading</p> <p>Draft a Policy Blueprint and Strategy using the blueprint document</p>	<p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 4</p> <p>Submit the Policy Blueprint</p>

		<ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Read and review legislative rules handbook pdf</p> <ul style="list-style-type: none"> ● How rules can be used to advance legislation 		
Week 5	<ol style="list-style-type: none"> 1. Individual rights versus public health interests 2. 2.Health Policy Analysis - Landscape of politics after legislation has been voted out and signed 3. Options on what can be done to create change without legislation 4. Identifying the perfect message for your issue 	<p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Right to Try</p> <ul style="list-style-type: none"> ● Right to Try Legislation ● Difference between community priorities and caucus priorities ● Media and Messaging to the outside world on topics that are not a caucus priority ● Watch video on experts on messaging policies <p>Legislative Case Study</p>	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and reading</p> <p>Create your own policy messaging and brief on your issue of choice using the pdf document</p>	<p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 5</p> <p>Submit the policy messaging and brief document</p>

		<ul style="list-style-type: none"> • Watch bill hearings, COW debate, third reads and read and understand the legislation 		
Week 6	<ol style="list-style-type: none"> 1. Implementation of policy 2. What happens after a bill becomes law 3. Identify how agencies adjust to the new laws that and standards set by the legislature 4. Can changes be made when agencies find it difficult to adjust 5. Who do the agencies work under and how are they affected by politics 	<p>Legislative Case Study</p> <ul style="list-style-type: none"> • Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Overview: Putting Theory into Practice</p> <ul style="list-style-type: none"> • Read articles on Arizona agencies such as Health and Human Services or Department of economic security and how they operate under the legislature • Understand how legislation can have an impact on the state and how services are 	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and reading</p> <p>Create a plan on an issue that you think could be changed without legislation after reading how that has happened</p>	<p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 6</p> <p>Submit non-legislative change document</p>

		<p>provided or cut due to legislative changes</p> <ul style="list-style-type: none"> ● Explore issues that have been addressed and fixed by not using legislation <p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation 		
Week 7	<p>6. Understanding the most important part of Arizona functioning as a state: <i>Budget</i></p> <p>7. Understanding the process for how the budget is done</p> <p>8. Examples of appropriation related bills</p> <p>9. Who controls the budget</p> <p>10. Who can request budget asks</p> <p>11. Official legislative wrap up</p>	<p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation <p>Budget break down</p> <ul style="list-style-type: none"> ● Watch JLBC videos on budget conversations ● Read the process of appropriati 	<p>Read articles and watch the two case study videos to complete the self check and quiz in order to move on to the next module.</p> <p>Complete the non-graded journal entry</p> <p>Quiz will be based on video and reading</p> <p>Create a list of budget asks you would make with a brief description on each one that you would request as a legislator (this can include both agency and personal wants)</p>	<p>Final Exam</p> <p>Self Check on case studies</p> <p>Journal Entry</p> <p>Self Check on case studies</p> <p>Quiz 7</p> <p>Submit budget request form</p>

		<p>ons and budget requests</p> <ul style="list-style-type: none"> ● Fiscal year and learning about the impacts it has on the state ● Review Fiscal appropriation reports <p>Understanding why funds are so important when working on legislation that will impact the state.</p> <p>How does a session wrap up and what happens in the interim: watch video breaking the process from elected officials</p> <p>Legislative Case Study</p> <ul style="list-style-type: none"> ● Watch bill hearings, COW debate, third reads and read and understand the legislation 		
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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>.

Please note you will be submitting several non-graded documents that will not impact your grade but will help you better understand the process and will help you learn and put to practice what you are learning in each module. The only graded assignments are listed below:

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value
Quizzes	7	14%
Weekly Assignments	7	14%
Self Check	14	14%
Midterm	1	28%
Final Exam	1	30%

Course Grading Scale

Graded activities in this course include reading assignments, quizzes, individual activities, and exams.

Midterm exam: Will be composed of 15 multiple choice questions.

Final Exam: Will be composed of 35 multiple choice questions 5 questions from each module.

Course Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines.

Course Grading Scale

Grade	GPA	Percentage	Points Range
A	4.0	90 – 100%	90– 100

B	3.0	80 – 89%	80 – 89
C	2.0 The course must be repeated	70 – 79%	70 – 79
D	1.0 The course must be repeated	60 – 69%	60 – 69
E	0.0 The course must be repeated	59% and below	59 and below

Course Policies & Procedures

Online Course

This is a course that requires active participation in the online components of the course. Please note that there are no face-to-face components and the course will be conducted using online technologies.

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 instructor or assigned TA. You can expect a response within two business days.

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 11:59 pm).

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://uto.asu.edu/system-health>). 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 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 course requires approximately 135 hours of work. Please expect to spend around 18-20 hours each week preparing for and actively participating in this course.

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 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.

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.

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 of Incomplete

Students must request a grade of Incomplete at least two weeks prior to the last day of the semester. DNP students are required to have successfully completed 80% of their coursework (with a B or better) prior to requesting a grade of incomplete. A grade of "I" can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course because of illness or other conditions beyond the student's control however it is entirely up to the instructor to approve the Incomplete. The student and instructor must complete a Request for Grade of Incomplete form.

The exact timeframe for completion is negotiated between student and faculty however; students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. If a regular grade is not assigned within the calendar year, the "I" becomes a permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." Please see your program's student handbook for the procedure to request an Incomplete.

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 <https://provost.asu.edu/node/20>), 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 Handbook

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/student-life/current-students>).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.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 Canvas course site often.

Syllabus Template Version 3.3

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/drc>). Check the SAILS website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@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 (<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:

- 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 <http://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

Technical Support

This course uses Canvas to deliver course content. It can be accessed through MyASU at <http://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 <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