



**FMP 403 – INDEPENDENT FILM**

**Spring 2024 – Session B ONLINE**

**March 11<sup>th</sup> – April 30<sup>th</sup>, 2024**

**Course website – HERBERGER ONLINE**

<https://courses.hol.asu.edu/courses/independentfilm/>

**Instructor** Toma Peiu / [toma.peiu@colorado.edu](mailto:toma.peiu@colorado.edu)

**Office** Zoom: <https://asu.zoom.us/j/7459050120> | ID 745 905 0120

**Office Hours** By appointment only

If you wish to meet, email both the Instructor with your availability over upcoming 48 hrs

### **MEET YOUR INSTRUCTOR**

I am a filmmaker, visual artist, media scholar and educator. I now make both fiction and documentary film, as well as multimedia installation work. For several years I worked in film production and event management in Europe and the US. I hold an MA in Media Studies from The New School in New York, and, whenever I am not busy teaching coursework in film, media, and anthropology, I work on my PhD in Emergent Technologies and Media Arts Practices at the University of Colorado Boulder, doing research on migration, identity, and public space transformation. You can see some of my work [here](#).

### **COMMUNICATION & OFFICE HOURS**

**Please email me directly**, rather than via Herberger Online. This class **DOES NOT** use Canvas. I normally respond within 24 hours, typically much faster during weekdays. I hold office hours “by appointment” to ensure maximum flexibility and I am happy to meet individually at a mutually convenient time as many times as you’d like or need to. If you would like to meet, please email me information on your availability, with a few options during the week in progress. All individual meetings will use the Zoom ID listed above.

### **COURSE DESCRIPTION**

This course examines the history of independent filmmaking, with a specific focus on the American independent filmmaking traditions and how those traditions are influenced by and in turn influence other filmmaking practices (including Hollywood studio filmmaking, foreign films, avant-garde films, etc.)

This is an ONLINE course, with material divided between online lectures, required readings, and both required and suggested viewings. Students will be evaluated



through quizzes, participation and contribution to online discussions, and written assignments designed to meet and reflect course objectives.

### **COURSE OBJECTIVES:**

- Analyze independent filmmaking aesthetics in relation to conventional film aesthetics
- Evaluate independent film as a professional practice in relation to the mainstream American film industry
- Compare both the personal and political elements of independent film in relation to contemporary cultural studies and practices
- Apply advanced academic research to analyze independent filmmaking practices, theory, and independent film criticism

### **LEARNING OUTCOMES:**

Upon successfully completing this course, the student will:

- Demonstrate a comprehensive understanding of the individuals, institutions, and innovative practices that significantly impacted the history of independent film
- Understand current industrial practice where independently made films intersect with popular film/media productions in a variety of media marketplaces
- Demonstrate an appreciation for the ways in which independent film represents the distinct and unique perspective of both individuals and groups that are not typically expressed or represented in contemporary culture

### **INTENSIVE COURSE & TECH MINIMUMS**

This is a **7-week intensive course**. Be sure to turn in assignments on time. **There is not much room for extensions: study the syllabus, materials, and course page carefully.** Plan to devote at least 9 hours / week to this class, to go through material assigned and do homework. If medical or other absolute emergencies come up, that prevent you from staying on schedule, reach out as soon as you can to your instructor! **All assignments DUE on Arizona time zone.**

**HIGH-SPEED CONNECTION NOTE:** A high-speed connection to the internet (cable, ISDN, fiber optic, etc.) is strongly advised. It may be possible to complete this course on slower connections, however Herberger Online will not be able to offer support should your connection be too slow to receive the course materials. Due to the nature of the course, the site is very media intensive. All exams and



virtually all lessons include several media elements that may be slow or virtually impossible to download on a slower connection. In addition to exams, each lesson contains one or more media components. These require the ability to download or stream and listen to various audio file types on your computer (mp3, mp4, m4a). You are required to have the Flash plug-in installed on your browser. Most browsers come with a Flash plug-in pre-installed, however if your browser does not have it, you will need to download and install it on your system. You can download the Flash plug-in for your browser at: <https://get.adobe.com/flashplayer>

**USE A COMPUTER:** Do your best to use a computer or tablet to watch films, read texts and produce work for this class. Phone screens are not optimal for this content, and they will also adversely impact your learning outcome in the class.

Since this course is delivered entirely via the Internet, students are responsible for making sure the computer they use to access course materials meets or exceeds the requirements as listed on the course website. Also, due to the media content of this course, you will be required to set up and configure a **media player** that will consistently play the digital audio or video files delivered via the course website.

### **COURSE WEBSITE & LOG-IN**

Please note that ALL class activities take place at this Herberger website:  
<https://courses.hol.asu.edu/courses/independentfilm/>

We do NOT use Canvas or Blackboard for this class. Your login for the FMP 403 site is your normal ASURITE login name and password. Account information can be found at: <https://herbergeronline.asu.edu/services/accounts.php>

If you have any trouble using that name or password to log in, contact Herberger Online help as noted above. The Teaching Assistants and I cannot help in this area, so you MUST contact Herberger Online for all tech help now and, in the future, that includes any issues with the website, exams, or assignment submissions. You can copy the instructor via email after you create a report online as instructed above.



### **Announcements and updates**

The professor will communicate with the students via email and through Announcements on the main page of the course website. Be sure your ASU email is working properly. We ONLY USE ASU.EDU email. If you use non-asu email we can not respond. Check the Announcements and your email regularly for updates and pertinent information.

### **Technical Support via HERBERGER ONLINE**

Please do not contact your Instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

Please contact the support team immediately if you encounter technical issues while completing an assignment or exam and you are unable to resolve the problem and reset your work.

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year.

You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117 • 480-965-3057 (International)

When contacting Herberger Online support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem



**GRADED ASSIGNMENTS:**

DISCUSSION POSTS (3 @ 50 each)	150 points
UNIT ONE QUIZ	100 points
UNIT TWO QUIZ	100 points
WRITTEN ASSIGNMENTS	
Short Essays (2 @ 100 each)	200 points
72-Hour Review	100 points
FINAL PROJECT PROPOSAL	50 points
<u>FINAL PROJECT (Paper or Video)</u>	<u>300 points</u>
TOTAL	1000 points

**GRADING SCALE:**

A+	970-1000	B-	786-820
A	926-969	C+	761-785
A-	890-925	C	680-760
B+	861-889	D	600-679
B	821-860	E or other failing mark	– 0-599

**REQUIRED COURSE MATERIAL:**

**Video Lectures**

The primary “text” of this course are the video lectures that are delivered by Professor Jason Scott, who has created and designed this course, and produced by Herberger Online. These lectures vary in length up to about 40 minutes; be sure that you schedule your time appropriately. **PLAN AHEAD!**

**Films**

Many suggested films are available via free streaming websites or on YouTube or Archive.org: many are also available elsewhere, though they might require pay-per-view. We also recommend Kanopy, which is free with your ASU tuition.

<http://asu.kanopystreaming.com/>



There are several assignments where your instructor will ask you to find a film of your own to watch and review. Many films on Kanopy will qualify for these assignments; if you want to watch a film available elsewhere (such as Netflix, Hulu, Amazon, etc.) then be sure to check with your instructor.

## Readings

The course website will have a “Readings” section that will contain links to articles and other materials that are entirely accessible online. Some material will require you to log in with your ASU ID and password so that you may access the e-books available through the ASU library.

## TESTING PROCEDURES

**Should you experience problems logging on to a test, email Herberger Online tech help IMMEDIATELY so there is a record of your problem.** Also, fill out a computer help problem report. A link to the form is located on the course materials page of the class website. Tests will not be accepted in printed form or via email or attachment. Tests are NOT to be taken as a group effort. If such activity is observed, either physically or through computer records, all students involved will be called to account. Sanctions will be in accordance with the student code of conduct and the rules against academic dishonesty enforced by the university.

**NO early or late exams will be given.** The multiple-choice exams have a time limit of 40 minutes in which you must complete each test. You will lose 1 point as a penalty for every 2 minutes you go over the 40 minutes allowed so time yourself! **Only begin the exam when you are ready to complete it entirely.** You may not open it up, then go back to it later, or your score may not post. Also, **DO NOT have multiple windows or tabs open while taking an Exam or you may lose your work. Exam window/tab only.**

Upon completion, your scores will be posted in the course grade checker that can be accessed via your course account. To find out what your course account is go to <http://herbergeronline.asu.edu/accounts>.

It is recommended that you take a screenshot of your successful completion or exams and assignment submissions. This could protect you if there is a technical issue and we don't have a record of your submission.



## HOW TO DO WELL IN THIS CLASS

To be successful:

- **do NOT use AI software** to produce the written assignments – papers, discussion posts, reviews. This will be treated as plagiarism, and it will also not help you enhance your awareness of the course content, nor your critical thinking, synthesis and analysis skills.
- allocate time for coursework & assignments throughout the week
- check the course daily
- create a calendar / schedule to keep yourself accountable & on track with all due work
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
  - communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access ASU Student Resources

### COURSE SCHEDULE:

This course is divided into three units, with a quiz scheduled at the conclusion of units 1 and 2.

### WEEK 1-3: UNIT ONE – INDIE FORM AND TECHNIQUE

#### Objectives for this unit:

- Describe how independent films use specific formal techniques that differ from conventional filmmaking.
- Explain the relationship between independent film techniques and non-cinematic forms, including visual art, music, literature, and performance.

#### Lesson One:

Video Lectures:

Discussion Post:

#### Introduction

1. What is an Indie Film? (lecture01)
2. Declarations of Independence (lecture02)
3. Doing Effective Research (lecture08)

Introduction Assignment

**DUE FRIDAY March 15th, 11:59 PM**



<b>Lesson Two:</b>	<b>Formal Techniques</b>
<b>Video Lectures:</b>	<ol style="list-style-type: none"><li>1. Formal Aesthetics</li><li>2. History of Avant-Garde Films</li><li>3. The Growth of Avant-Garde Films</li><li>4. Shadows</li></ol>
<b>Readings:</b>	Articles by Rabinowitz and Metz Reviews of “Shadows” “Shadows” website
<b>Watch:</b>	“Shadows” ( <a href="http://asu.kanopystreaming.com/video/shadows-0">http://asu.kanopystreaming.com/video/shadows-0</a> )
<b>Assignment:</b>	Essay #1 – “Shadows” and Formal Technique 700-900 word essay <b>DUE FRIDAY March 22nd, 11:59 PM</b>

<b>Lesson Three:</b>	<b>Indie Films and Narrative</b>
<b>Video Lectures:</b>	<ol style="list-style-type: none"><li>1. Independent Film &amp; Narrative</li><li>2. Studying Independent Film</li></ol>
<b>Readings:</b>	Articles about “Slacker”
<b>Watch:</b>	“Slacker”: <a href="https://www.youtube.com/watch?v=jB4xIYKAVCQ">https://www.youtube.com/watch?v=jB4xIYKAVCQ</a> (also available for \$1.99 on Amazon, may be better quality) Watch an <b>ADDITIONAL</b> film from list provided Or suggest one via e-mail or discussion post
<b>END OF UNIT QUIZ:</b>	<b>WEDNESDAY, March 27<sup>th</sup>, 11:59 PM</b>

**Assignment:** Essay #2 – Your film and narrative structure  
700-900 word essay

*Note: Be sure you watch the “How to do Research” (Unit One) lecture for guidance on how to complete this assignment.*

**DUE FRIDAY, March 29th, 11:59 PM**

*Note: Be sure you watch the supplemental “Doing Effective Research”*





**WEEK 4-5: UNIT TWO - INDIE BUSINESS**

**Objectives for this unit:**

- Explain how “independent” has been historically defined in comparison to conventional filmmaking financing, production, and distribution.
- Identify the ways in which specific terms relate to the production and distribution of independent film as defined by various film communities.
- Determine how current independent films and their position and place affect today’s film/media marketplace.

**Lesson Four: Understanding Studio and Indie Filmmaking Practices**

**Video Lecture: 1. Early Indie Pioneers and the Studio System**

**Readings: Articles about Oscar Micheaux  
Articles about Alice Guy-Blache**

**Watch: Short films:**  
“The Immigrant”  
<https://www.youtube.com/watch?v=t3PbTzarsvc>  
“The Playhouse”  
<https://www.youtube.com/watch?v=LxWF5gIBiiA>  
“The Life and Death of 9413”  
<https://www.youtube.com/watch?v=xnAEHFhxuQI>  
“Mystery of the Leaping Fish”  
<https://www.youtube.com/watch?v=G8-LPIN4kcU>  
“The Musketeers of Pig Alley”  
<https://www.youtube.com/watch?v=ZxCBvgnjmPU>

**Discussion Post: Who Would You Want to Work With?  
DUE FRIDAY, April 4<sup>th</sup>, 11:59 PM**



**Lesson Five:** **New Definitions and Post-War Paradigms**

**Video Lecture:** 1. Deregulation and the Indie Audience Growth  
2. Independent Filmmaking 1960s – 1970s

**Readings:** Article by Kinkade and Katovich  
Selections from AFI History of American Cinema

**Lesson Six:** **Indie Practices Today**

**Video Lecture:** 1. 1980 – Present: The Birth of the First Generation of “Indie”

**Readings:** Selections from AFI History of Amer. Cinema

**END OF UNIT QUIZ: FRIDAY, April 11<sup>th</sup>, 11:59 PM**

**Assignment:** 72-Hour Review  
**Due TUESDAY, April 15<sup>th</sup>, 9am**

**WEEK 6-8: UNIT THREE - INDIE SPIRIT**

**Objectives for this unit:**

- Explain how independent films can be understood and examined in relation to a specific filmmaker’s cultural identity and personal/political beliefs.
- Analyze how independent films represent specific identities and practices from underrepresented groups including consideration of gender, race, region, religion, sexual identity, class, etc.



**Lesson Seven: Understanding Independent Films**

- Video Lectures:**
1. Race, Ethnicity, National Identity & Indie Film
  2. Queer Identity & Politics in Film
  3. Indie Film and Regional Identity
  4. Technology & Indie Film

**Assignment:** FINAL PROJECT PROPOSAL  
**DUE BY FRIDAY, April 18<sup>th</sup> 11:59 PM**

**Discussion 3:** Discuss a film that introduced you to a marginalized community.  
**DUE BY TUESDAY, April 22<sup>nd</sup> 11:59 PM**

**Lesson Eight: Understanding Independent Filmmakers**

- Video Lectures:**
1. Indie and the Auteur Filmmaker
  2. Case Study – Linklater
  3. Final Remarks

**Readings:** As required for your project (research)

**Assignment:** Final Paper or Video Project  
1500-1750 word essay OR 4-5 minute video  
OR Pedagogy Portfolio  
**DUE TUESDAY, April 29<sup>th</sup>**  
**HARD DEADLINE**



### **Anti-Discrimination Statement**

The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance.

As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students.

The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors;
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world;
- to demonstrate a curious and eager inquiry into how others make sense of the world.

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit.

The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me.

I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience, or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at [herbergerinstitute.asu.edu/caring](http://herbergerinstitute.asu.edu/caring) describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or



directly fill out an incident report.

- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

### **Academic Integrity and Student Honor Code:**

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action.

Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work.

Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students.

Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy

(<http://provost.asu.edu/academicintegrity>), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty.

Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments, **including by using AI text generating software in analytical content that is meant to be produced exclusively by the student**
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating • Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link.

Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.



### **Student Learning Community Conduct**

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.

The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness.

In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication.

Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

### **Copyright**

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. The course content, including lectures and other handouts, is copyrighted material.

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). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

### **Threatening or disruptive behavior**

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment.

Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class and will be handled in accordance with ASU policy (SSM 104-02).

For more information please visit: <https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

### **Withdrawal**

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester.



Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

### **Special Accommodations**

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have.

You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (<https://eoss.asu.edu/drc>); Phone: (480) 965-1234; TDD: (480) 965-9000).

Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific location and contact information can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the above website for eligibility and documentation policies (<https://eoss.asu.edu/drc>).

This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

### **Title IX and Mandated Reporter Policy**

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.

### **Policy on Sexual Discrimination**

Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination.

Arizona State University is committed to providing an environment free of discrimination,



harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests.

ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

### **Student Services & Resources**

You will find a list of student resources at: <https://eoss.asu.edu/resources>

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

### **Non-emergency Student Care process**

If you are concerned for a your own or a fellow student's well-being, please review and complete the form at: [herbergerinstitute.asu.edu/caring](http://herbergerinstitute.asu.edu/caring) and the HIDA Care Team will reach out.

FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

### **Academic Calendar and Important Dates**

The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

### **Helpful Contact numbers**

- Counseling Services (Tempe campus) (480) 965-6146
- Impact 24 Hour Crisis Line (480) 921-1006
- Health Services (480) 965-3349
- Student Success Center (480) 965-9072
- Student Rights and Responsibilities (480) 965-6547
- Disability Resource Center (480) 965-1234