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Kingsborough Community College

2020

HS-4100 - Global Health Issues

Jose Nanin

CUNY Kingsborough Community College

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(Duke University Global Health Institute, 2019)

FALL 2020

HS 4100 – Global Health Issues
Professor José Nanín, EdD, MCHES

Section 1 (#16571) – FULLY ONLINE

Days:

- **First online session: MONDAY 9/14/20**
 - **new online sessions on Wednesdays starting 9/16/20 until 12/16/20**
- **FINAL EXAM: Available Wednesday 12/16/20; due Sunday 12/20/20**

Office Hours – Refer to Virtual Office Hours tab on Blackboard.

Dr. Nanín's Contact Information:

Email: jnanin@kbcc.cuny.edu

Course Description

This **fully online** course takes a comprehensive look at global health issues. The assessment of health issues will be analyzed from many different perspectives including geographic, ethnic, religious, human rights, socioeconomic, social, cultural, and political influences. Students will learn about global environmental causes and consequences of infectious diseases, major diseases, mental illness, natural disasters, malnutrition, drug and alcohol addiction, violence and injuries.

Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease. The course will be global in coverage but with a focus on low- and middle-income countries, the health of the poor, equity, inequality, and health disparities.

This course requires regular access to a computer with Internet access to use Blackboard to complete your quizzes and weekly assignments based on readings, videos, and activities from online educational resources (OER).

NOTE: This course counts towards the following Pathways (Common Core) requirement:

- *Flexible Common Core - World Cultures and Global Issues.*

There are no prerequisites for this course.

Required Text

No textbook is required for this course. All the reading materials will be provided to you from various sources known as OER (Online Educational Resources). Please make sure to follow the links provided to you under each assignment as well as recommended resources. It is imperative that you read the articles, watch the assigned videos, and refer to other resources as assigned. They are necessary for completion of each week's assignments. AGAIN... please make sure to check Blackboard for your reading and other materials necessary for completing your weekly assignments.

Accommodations:

I encourage students with disabilities in all courses to register with Access-Ability Services by clicking on this link [Access-Ability Services](#) to ensure they can receive the appropriate accommodations they are entitled to. Disabilities are often non-visible, such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder or psychiatric disabilities. Additionally, if you are unsure, but have received academic modifications or accommodations in the past, you may be eligible for services here at Kingsborough and I encourage you to reach out to Access-Ability Services in room D205 on campus or email them at aas@kbcc.cuny.edu.

Course Learning Objectives

By the end of the course, students should be able to:

- Articulate key public health concepts, including: the demographic and epidemiological transitions, the burden of disease, the impact of key health conditions on individuals and on communities, and critical issues in organizing and delivering health services;
- Analyze the key issues in global health from the perspective of a number of disciplines;
- Outline determinants of health and risk factors for important global health conditions;
- Discuss burden of disease in various regions of the world, how it varies both within and across countries, and how the disease burden can be addressed in cost-effective ways;
- Assess key issues in equity and inequality, as they relate to the health of low-income people in low- and middle-income countries;
- Use key analytical tools and concepts to determine how critical health issues might be addressed in cost-effective, efficient, and sustainable ways;
- Outline the key actors and organizations in global health and the manner in which they cooperate to address critical global health issues;
- Review key challenges that are likely to arise in the next decade in addressing the health of the poor in low- and middle-income countries.

Course Readings and Other Assignments

It is strongly recommended that students review the assignments related to each class session available on Blackboard before coming to class.

Weekly Online Sessions

Check each Wednesday on Blackboard for a new online session. These will contain reading assignments, videos, and discussion boards.

Students with a deep interest in any topic are strongly encouraged to consult the reference list for more in-depth readings.

Quizzes

There is no traditional midterm for this course; however, there are 4 quizzes you must complete that will total 400 points; thus, each quiz is worth 100 points and will contain up to 10 questions each, to review your viewing of the online videos and reading of online resources.

FINAL EXAM (300 points)

Your final exam will be conducted on Blackboard. It will consist of 30 questions, with a value of 10 points each. This exam will cover all the topics you studied in the course.

Method of Evaluation

Final Grade Determination

(Total points = 1000 [equivalent to 100%]):

| | |
|----------------------------------------------------------------------------|----------|
| <i>Discussion board posts</i> | 300 pts. |
| <i>Online quizzes (4) (100 points each; approximately every 2-3 weeks)</i> | 400 pts. |
| <i>Final Exam (Wednesday 12/16/20)</i> | 300 pts. |

COURSE OUTLINE

Setting the Foundation

Week 1

What is Global Health?

Video:

- Introduction to Public Health (CDC, 2016): <https://www.youtube.com/watch?v=-dmJSLNgjxo>
- What is Global Health? (MinuteVideos, 2016): https://www.youtube.com/watch?v=PRyj6htVvUI&feature=emb_logo

Week 2

Understanding Health Systems and Health Care in North America

Video:

- Health Systems (Global Health with Greg Martin, 2017):
<https://www.youtube.com/watch?v=ECkeJQd2IdY>
- Health Care in the U.S. (Healthcare Triage, 2014):
https://www.youtube.com/watch?v=yN-MkRcOJjY&list=PLkfbg8ML-gInk82SubTp6Og_KkYfJ6oF&index=1
- Health Care in Canada (Healthcare Triage, 2014):
https://www.youtube.com/watch?v=1TPr3h-UDA0&list=PLkfbg8ML-gInk82SubTp6Og_KkYfJ6oF&index=3&t=0s

Readings:

- U.S. Centers for Disease Control and Prevention (CDC) Global Health website:
<https://www.cdc.gov/globalhealth/index.html>
- World Health Organization (WHO) Website: <https://www.who.int>
 - About the World Health organization: <https://www.who.int/about>
- About Pan-American Health Organization of WHO (PAHO/WHO):
https://www.paho.org/hq/index.php?option=com_content&view=article&id=91:about-paho&Itemid=220&lang=en

Health Issues and Health Care around the World

Week 3

Understanding Health Systems and Health Care in Africa

Video:

- Improving Health Care in Africa (Novartis, 2013):
<https://www.youtube.com/watch?v=7uNsM1QkVrc>
- Health Care for Children in Africa (Novartis, 2013):
https://www.youtube.com/watch?v=_y5O3Qo2j54
- Imagining a New Future for Health Systems in Africa (TedX, 2015):
<https://www.youtube.com/watch?v=eFFPKuhZhEo>

Readings:

- About WHO: Africa
<https://www.afro.who.int>

Week 4

Understanding Health Systems and Health Care in Southeast Asia

Video:

- Access to essential medical products in the South-East Asia Region and beyond (WHO, 2018): <https://www.youtube.com/watch?v=XHa6f1F9EBw>
- Health Care in Singapore (Healthcare Triage, 2014):
<https://www.youtube.com/watch?v=WtuXrrEZsAg>

- Health Care in Taiwan (Healthcare Triage, 2018):
https://www.youtube.com/watch?v=MCDiFIyW0tQ&list=PLkFBg8ML-gIngk82SubTp6Og_KkYfJ6oF&index=9

Readings:

- About WHO: Southeast Asia
<https://www.who.int/southeastasia>

Week 5

Understanding Health Systems and Health Care in Europe

Video:

- Health Care in England (Healthcare Triage, 2014):
https://www.youtube.com/watch?v=qMNuxPByEW0&list=PLkFBg8ML-gIngk82SubTp6Og_KkYfJ6oF&index=3
- Health Care in France (Healthcare Triage, 2014):
https://www.youtube.com/watch?v=_yF69KVbUaQ
- Health Care in Switzerland (Healthcare Triage, 2014) :
https://www.youtube.com/watch?v=aMG1D4Z-4oY&list=PLkFBg8ML-gIngk82SubTp6Og_KkYfJ6oF&index=6
- Health Care in Germany (Healthcare Triage, 2014):
https://www.youtube.com/watch?v=NdarqEbDeV0&list=PLkFBg8ML-gIngk82SubTp6Og_KkYfJ6oF&index=7

Readings:

- About WHO: Europe
<http://www.euro.who.int/en/home>

Week 6

Understanding Health Systems and Health Care in the Eastern Mediterranean

Video:

- The Eastern Mediterranean Public Health Network (EMPHNET) at a Glance (EMPHNET, 2016): https://www.youtube.com/watch?v=VRhsgu5-yuY&feature=emb_logo
- Essential Public Health Functions: the Experience of the Eastern Mediterranean Region:
<https://www.youtube.com/watch?v=oBzpoNBMcxA>

Readings:

- About WHO: Eastern Mediterranean
<http://www.emro.who.int/index.html>
- Strengthening primary health care to achieve universal health coverage by 2030 in the Eastern Mediterranean Region (WHO, 2019):
<http://www.emro.who.int/media/news/strengthening-primary-health-care-to-achieve-universal-health-coverage-by-2030-in-the-eastern-mediterranean-region.html>

Week 7

Understanding Health Systems and Health Care in the Western Pacific

Video:

- Making Western Pacific the safest and healthiest Region in the world (WHO, 2019): <https://www.youtube.com/watch?v=ppxJjIMZZhE>
- WHO-WPRO: Food safety in the Western Pacific region – From farm to plate make food safe: <https://www.youtube.com/watch?v=TYxjssc5Q-k>

Readings

- About WHO: Western Pacific
<https://www.who.int/westernpacific/>

Health and Development

Week 8

Health Equity, Social Determinants of Health, and Culture

Video:

- Equity vs. Equality (Robert Wood Johnson Foundation, 2018): <https://www.youtube.com/watch?v=MIXZyNtaoDM&t=1s>
- What is Health Equity, and Why Does It Matter? (Institute for Healthcare Improvement, 2016): <https://www.youtube.com/watch?v=CwBEkGurMiY>
- Global Health Equity: Envisioning the Future (Morehouse School of Medicine, 2018): <https://www.youtube.com/watch?v=M65PqW8VHBI>
- The Social Determinants of Health (Global Health with Greg Martin, 2019): <https://www.youtube.com/watch?v=FVTn33ralPU>
- 6 Ways That Gender Affects Health (Global Health with Greg Martin, 2017): <https://www.youtube.com/watch?v=963kLMjdYzI>
- Global Health and You: Why Culture Matters (University of New England, 2011): <https://www.youtube.com/watch?v=t0WBvwEMbfY>

Readings

- 10 facts on health inequities and their causes (WHO, 2017): https://www.who.int/features/factfiles/health_inequities/en/

Health Systems

Week 9

Ethics, Health Security, and Health Policy

Video:

- Watch this video by clicking the title: [Ethics Matters in Health](#)
- Watch this video by clicking the title: [Global Health Security](#)
- Watch this video by clicking the title: [What is Health Policy and Systems Research?](#)
- Watch this video by clicking the title: [How can Health Policy and Systems Research Strengthen Health Systems?](#)
- Read the information posted on this website by clicking the title: [Global Health](#)

[Ethics: Key issues \(PDF\)](#)

Cross-cutting Global Health Issues

Week 10

Current Threats to Global Health, Part 1

Video:

- WHO's Top 10 Global Health Threats For the Year 2019 (Biotecnika, 2019): <https://www.youtube.com/watch?v=ixXNoxvRx44>
- Introduction to Global Health: Migration (University of Copenhagen, 2013): https://www.oercommons.org/kultura/embed/1_isle121n
- Why your BMI Matters (CNN, 2017): <http://www.cnn.com/2017/10/10/health/child-adolescent-obesity-global-increase/index.html>
- Coronavirus Declared a Global Health Emergency (CNN, 2020): <https://www.youtube.com/watch?v=eHBOJtFK9V0>

Readings:

- Urgent health challenges for the next decade (WHO, 2020): https://www.who.int/news-room/photo-story/photo-story-detail/urgent-health-challenges-for-the-next-decade?utm_source=STAT+Newsletters&utm_campaign=1931cb646b-MR_COPY_02&utm_medium=email&utm_term=0_8cab1d7961-1931cb646b-150708293
- Polluted environments kill 1.7 million children each year, WHO says (CNN, 2017): <http://www.cnn.com/2017/03/05/health/pollution-child-deaths-who/index.html>

Week 11

Current Threats to Global Health, Part 2: Focus on the HIV/AIDS Epidemic

Video:

- Ending AIDS Together (President's Emergency Plan for AIDS Relief/PEPFAR, 2016) : https://www.youtube.com/watch?v=9MFmj_umiAU
- 15th Anniversary of the President's Emergency Plan for AIDS Relief (PEPFAR) (Devex, 2018): <https://www.youtube.com/watch?v=4Da3ffN8B1c>
- CDC: Faces from the Frontlines of the Global HIV Response (CDC, 2020): <https://www.youtube.com/watch?v=yHEuLIWK98A>

Readings:

- United Nations AIDS Initiative (UNAIDS) Website: <https://www.unaids.org/en>
- About UNAIDS (UNAIDS, 2020): <https://www.unaids.org/en/whoweare/about>
- Global HIV/AIDS Statistics – 2019 Fact Sheet (UNAIDS, 2020): <https://www.unaids.org/en/resources/fact-sheet>

Current Threats to Global Health, Part 3: Mental Health and Emergency Preparedness

Week 12

Video: *Global Mental Health*

- Falling Walls Conference 2019 – Global Mental Health (Falling Walls Foundation, 2019): https://www.youtube.com/watch?v=qC7OEJ_a_FA

Complex Emergencies and Natural Disasters

- What is the International Committee of the Red Cross? | On The Frontline (ICRC, 2017): <https://www.youtube.com/watch?v=7nyZdzGA1Q0>
- Emergency Response Planning – Preparing communities to tackle disaster risk: <https://www.youtube.com/watch?v=zyCvdavEDS0>

Readings:

- Global Mental Health (American Psychiatric Association, 2020): <https://www.psychiatry.org/psychiatrists/international/global-mental-health>
- Somalia Starts Cholera Vaccination Campaign (New York Times, 2017): https://www.nytimes.com/2017/03/27/health/cholera-somalia-vaccination-campaign.html?rref=collection%2Fcolumn%2Fglobal-health&action=click&contentCollection=science%2CAEion=stream&module=stream_unit&version=latest&contentPlacement=5&pgtype=collection&r=0
- The International Committee of the Red Cross (2019): <https://www.icrc.org/en>

FINAL EXAM WEEK for KCC is from Tuesday 12/15/20 through Monday 12/21.

Our final exam will be available starting on Wednesday 12/16/20 and must be completed by 11:59pm on Sunday 12/20/20.

The course is conducted FULLY ONLINE. Because you can do most online assignments at your own pace (by the posted deadlines), holidays (like religious holidays, Columbus Day, Thanksgiving) and important school dates (for example, days when a Wednesday is on a Monday schedule) do not affect the schedule of this course. You may access and review the Academic Calendar here: [KCC Academic Calendar](#)

Additional Resources

(Note: these resources may be helpful for a question on the final exam.)

| | |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Gapminder – resource for global health statistics and presentations | http://www.gapminder.org |
| Global Health Council | www.globalhealth.org |
| Global Health Supercourse | www.pitt.edu/~super1/ |
| Institute for Health Metrics and Evaluation | http://www.healthmetricsandevaluation.org |
| Maps of the World | www.embassyworld.com/maps |
| The Global Fund To Fight Against AIDS, TB, and Malaria | www.theglobalfund.org/en/ |
| The Lancet Global Health Series | http://www.thelancet.com/global-health |
| The Population Reference Bureau | www.prb.org |

| | |
|------------------------------------|--------------------------------------------------------------------------------|
| The World Bank | www.worldbank.org |
| The World Health Organization | www.who.int |
| UNAIDS | www.unaids.org |
| UNICEF | www.unicef.org |
| UNICEF – Statistics | www.childinfo.org |
| United Nations Development Program | www.undp.org |
| USAID | www.usaid.gov |
| USAID Global Health e-learning | www.globalhealthlearning.org |
| US CDC | www.cdc.gov |

Keeping Current in Global Health

The best way to keep up with global health issues and evidence about what works will be to subscribe to the newsletters of the [Kaiser Family Foundation](#), [International Committee of the Red Cross/Red Crescent](#), and [Global Health Now](#).

BLACKBOARD (BB)

All course documents, exams, extra readings, PowerPoint presentations, and assignments are on BB.

***HAVE YOUR KCC USER NAME AND PASSWORD READY TO USE IMMEDIATELY!
THIS IS A FULLY ONLINE COURSE!***

Not sure how to get on to Blackboard?

Questions regarding BB and Student email?
Contact Student Help Desk by phone: 718.368.6679
or email HelpDesk@Student.Kingsborough.edu
or click here: [Blackboard Help](#)

Computer matters

We will be using Blackboard for all components of this course, including all your reading materials and assignments. Make sure you have access to:

- PC or Mac with Internet access
- Access to KCC's Blackboard — if you have an access problem, call or email the Help Desk immediately! You cannot pass this course without access to Blackboard via the internet.
- [Adobe Acrobat Reader](#) (preferably version 10 or above)—you can download it by [clicking here](#)
- Microsoft Word and Microsoft PowerPoint, which are available as part of the Microsoft Office Suite, a free download to students via your email accounts. [Click here](#) to start the download process.
- Adobe Flash —which you can download by [clicking here](#)

If you need to borrow a computer as a KCC student, you may do so from the KCC Media Center. Please [click here](#) for information.

Netiquette guidelines: Netiquette is a term used to refer to proper communication and behavior in an online environment. It is important you practice proper netiquette in any online course you are taking. [Click here](#) for a quick refresher video about how to properly address your professors and fellow students, how to communicate through email and discussion boards, and other matters that help make an online course more safe and comfortable for everyone:

Getting Into and Onto Blackboard

You must have your KCC user ID and password to get access to Blackboard. You can start using Blackboard as soon as you receive an email welcoming you to the HS 4100 course. Get your first assignments; begin to download readings, and to start posting your feedback to assignments in the “Discussion” section of the site.

We will be using the Discussion feature of Blackboard to post ideas and responses as well as sending emails to everyone using Messages under the Tools tab. Through the use of these features, everyone will be able to respond to everyone else with feedback, comments, or anything you feel is worth saying in response to the original person’s email message.

E-Mail and Discussion Board Protocol

Emails and discussion board posts are not texts. Write in complete sentences and full words. When sending emails to each other, including Dr. Nanin, make sure to type “HS 4100” in the Subject line of the email so people will recognize that it’s a course-related message. Send your emails from your KCC email account; many unrecognized email addresses may go to the “junk mail” folder and will not be read.

I will monitor emails throughout the week. If there is something really pressing that needs an immediate response, please make sure you say “URGENT” in your email subject line (I will do the same) OR send it to me at jnanin@kbcc.cuny.edu.

CUNY First

Having problems with registration or anything else related to the new CUNY First system??
Then use the following phone numbers for assistance:

1. Email support: 718-368-6679 or go online to <https://kbam.kingsborough.edu>
2. CUNY First Support: 718-368-6888

Or, if you’re on campus, go to these locations: *L-106, L-107, M-200, and M-224.*

Mutual understandings to enhance our time together

Preparedness: Check Blackboard for your weekly assignments and important updates. Make sure you always have access to computers with Internet access. **The majority of the course is online!**

Homework: Check Blackboard on a consistent basis (i.e., at least twice a week). It is your responsibility to keep up with all assignments and remember due dates.

Academic

Integrity: “Plagiarism is passing off a source's information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. *Plagiarus* means kidnapper, in Latin, because in antiquity *plagiarii* were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brain child of another. But since you also claim that it's your own brain child, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.”
(<http://people.brandeis.edu/~teuber/usemplagiarism.html>)

Plagiarism, if suspected, will be questioned; if found, will not be tolerated (Paper will be returned ungraded and assignment considered not done). ***Please provide appropriate citations and acknowledgments for the work others have done.*** You were smart to find it and to recognize its value; be even smarter and respectful: acknowledge your sources. Academic and personal misconduct by students in this class are defined and dealt with in accordance with CUNY/KCC policies.

Please [click here](#) for policy details about plagiarism and academic dishonesty on the KCC website.

Disruptions: Please make sure to use appropriate language in your online discussions and emails.

Discipline: Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported immediately to the Office of the Vice President of Student Affairs... ***SERIOUSLY!***

Absences: Attendance is a “big deal” to me, to Kingsborough, and to CUNY. **As per school policy, students who are absent more than 6 hours from class (i.e., not completing 6 online assignments) will be dropped from the course and given a grade of WU.** See pages 8-10 of KCC Student Handbook [here](#) .

Please inform me if you plan to be off-line for more than a week (i.e., because of illness or an emergency). I just want to make sure that you are staying in the course. ☺

Lateness: As a courtesy to your fellow students and myself, please do not be late with submitting your assignments. Regular lateness delays grading and disrupts the class flow; therefore, is not acceptable.

*However, that said, I'd rather you submit something late than not at all. **You are a valuable member of the group** and I want you to do well!*

Work

Quality: Work that is not academically acceptable – that is handwritten, messy, filled with various fonts, grammatical and spelling mistakes, and plagiarized - will be returned for rewriting. That work is considered late. *See work lateness policy below.*

Work

Lateness: *Grades for online assignments will be reduced 2 points for each 10 points that an assignment is worth (e.g., 2 point reduction if assignment is worth 10 points, 4 points if assignment is worth 20 points, 8 points if assignment is worth 40 points, etc.). "Late" period begins immediately the day after the due date and is indicated by Blackboard as such. NOTE: *Unless I approve your lateness in advance (or medical documentation for your lateness is provided), I will NOT accept any assignments that are more than one (1) week late.**

Back Up

Copies: Keep or be able to produce, if necessary, a copy of any written assignment you submit on Blackboard. Save your assignments on a flash drive or in a "cloud service" like Microsoft OneDrive (which is included with your KCC email or at <https://onedrive.live.com/about/en-nz/>), Dropbox (www.dropbox.com), or Google Drive (<https://www.google.com/drive/>).

Grades: I use Blackboard to enter your class grades and then Blackboard calculates your grades according to the sum of all points shown on page 2 and school grading policy. Those grades based on a sum totaling 1000 points will be converted to percentages to determine your final grade (*e.g., a total of 918 out of 1000 will*

*become a grade of 91.8%, equal to an A-). This means that, **even if you get high grades on some major assignments, your grade will decrease if you don't do well on all required assignments.***

| | | | |
|-------------|------------|------------|----------------|
| 97-100 = A+ | 87-89 = B+ | 77-79 = C+ | 67-69 = D+ |
| 94-96 = A | 84-86 = B | 74-76 = C | 60-66 = D |
| 90-93 = A- | 80-83 = B- | 70-73 = C- | 59 or less = F |

Emergency

Contact: If you need to reach me, the easiest way is to email me at janin@kbcc.cuny.edu . As a last resort, call the Health, Physical Education, and Recreation department office: 718-368-5696.

Civility in the Classroom (including online courses):

KCC is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the offline and online/virtual classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations. Rude and disrespectful behavior will not be tolerated. Having fun and getting really involved is strongly encouraged!

CUNY as Sanctuary

Statement from Professor Nanin and various other faculty at KCC and CUNY: *“As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will urge CUNY to serve as a sanctuary.”*

Diversity and Inclusivity:

Professor Nanín is current member and former co-coordinator [KCC Safe Zone program](#). The program is designed to address the issues faced by lesbian, gay, bisexual, transgender, and queer as well as questioning students, faculty, and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone Allies--a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBTQ issues. Behavior that is offensive and oppressive to LGBTQ and other groups will not be tolerated.

At KCC, we affirm all forms of gender expression and identities. If you prefer to be called a different name than I was given on the roster, please let me and your classmates know. Feel free to inform us on your preferred gender pronoun if you have a preference.

In addition, gender-neutral bathrooms are located on campus at these places: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212.

As previously mentioned, KCC is a Safe Zones campus, which means many faculty and staff specially trained to support you; look for the Safe Zones labels on many office / department doors to know where they are. For additional info, please [click here](#) .

