Course: AAI 450 Designed Environment and Human Behavior
Credits: 3
Prerequisites: Upper-division status or, consent of Program Coordinator
Meeting Times: T, 4:00 P.M. – 6:45 P.M.
Location: 
Instructor:  
Office Hours: M & W, 12:45 – 1:30 PM and by appointment

Course Description: A seminar programmed to examine the complex relationships between human behavior and the designed physical environment. Behavioral patterns and social processes are considered in the contexts of various classes of micro and macro space as parameters for the planning and design of the physical environment, i.e., interior, architectural, urban and natural settings.

References: Environmental Psychology for Design by Dak Kopec
Bloomsbury Academic Publishers, Second Edition

Primary References: Current Peer Reviewed Scholarly Articles

Secondary References: Architectural Programming by Donna Duerk
Environmental Psychology by Robert Gifford
Flow by Mihaly Csikszentmihalyi
Creativity by Mihaly Csikszentmihalyi
The Creativity Conundrum: A Propulsion Model of Kinds Of Creative Contributions by Sternberg, J. Kaufman, J. Pretz

Course Outline: A. Overview of the psychology of optimal experiences and their implications for design programming
B. Design programming and the behavior-contingent approach to the planning and designing of physical settings
C. Framework of variables for the study of spatial behavior in one or more behavior categories of spatial concepts
   1. Privacy 
   2. Territoriality - Dominance Relationships 
   3. Density - Crowding
   4. Personal Space - Maintenance of Personal Integrity
   5. Proximity - Communication
   6. Sociofugal vs. Sociopetal Space - Interaction Pattern
D. Variables affecting spatial behavior
   1. Environmental Learning
   2. Environmental Perception and Cognition
   3. Value Systems
   4. Life Cycles
Methodologies For Learning:

**Lectures** introduce topics for presentations and discussions to serve an integrative function in the development of an interdisciplinary conceptual framework for the theoretical analysis of human response to the physical environment. **Discussions** are followed by individual student PPT presentations intended to raise the participants' level of empirical and abstract knowledge of the presented subject matter. Topics are to be chosen to further exemplify material introduced in lectures. Peer reviewed scholarly journals, or book chapters may be used as sources for topics.

All material presented for discussion must comply with the following set of guidelines:
1. Identify the point at issue and its relevance to design and planning decisions
2. Discuss the relevance of the topic to material currently being dealt with in class
3. Discuss pros and cons
4. Probe controversies and conclude critical analysis

**DO NOT READ THE PRESENTATION !**

How to give a killer presentation without notes.  
[https://www.ragan.com/how-to-give-a-killer-presentation-without-notes/](https://www.ragan.com/how-to-give-a-killer-presentation-without-notes/)

[https://www.techwell.com/2013/10/give-better-presentation-don-t-read-your-slides](https://www.techwell.com/2013/10/give-better-presentation-don-t-read-your-slides)

All presentations to be saved to topic folders on the designated Google Drive on date of presentations and discussions including:
- Article “Breakdown” Worksheet on Template
- Power Point
- Articles with key information highlighted that inform presentations

**Evaluation Methods:**

Evaluative measures for student performance in course are as follow:

**Excellent = A   Average = B   Weak = C   D/F = failure to meet requirements**

**Topic Relevance:** 30% - issues raised by the current topic appropriately addressed

**Delivery Skills:** 10% - eye contact, body language; voice (projection, modulation); timing and pacing

**Organization of Material:** 10% - structure; clarity, accuracy of information; presentation of arguments

**Quality of Presentation:** 10% - interest stimulated and maintained; quality of information; summary and conclusion

**Types of Supportive Materials:** 10% - audio-visual; activities (e.g. exercises, simulation or gaming)

**Participation:** 30% - thought provoking informed response that incorporates information from required text book

**Presentation Schedules:**

**Week One**
- Course overview

**Week Two**
- Privacy – presentations

**Week Three**
- Territoriality and Dominance Relationships - presentations

**Week Four**
- Density - Crowding - presentations

**Week Five**
Personal Space - Maintenance of Personal Integrity - presentations

**Week Six**
Proximity – Communication - presentations

**Week Seven**
Sociofugal vs. Sociopetal Space - Interaction Patterns - presentations

**Week Eight**
Environmental Learning - presentations

**Week Nine**
Perception and Cognition - presentations

**Week Ten**
Value Systems - presentations

**Week Eleven**
Life Cycles - presentations
  - Early childhood
  - Play age
  - School age
  - Adolescence
  - Adulthood,
  - Young parenthood
  - Later years – presentations

**Week Twelve**
Social contexts inform design - presentations

**Week Thirteen**
Economic contexts inform design - presentations

**Week Fourteen**
Cultural contexts inform design - presentations

**Examination Week**
Submission of Term Project - Bound Power Point Presentations
<table>
<thead>
<tr>
<th>Question</th>
<th>Instructions</th>
</tr>
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<tbody>
<tr>
<td>1. Provide the complete APA citation for the article.</td>
<td></td>
</tr>
<tr>
<td>2. What is the rationale or justification for the study? Please separate each point/argument with an asterisk or bullet point. Make sure you paraphrase—no quoting.</td>
<td></td>
</tr>
<tr>
<td>3. What theories are used? (If a theory is not used, put “None.”)</td>
<td></td>
</tr>
<tr>
<td>4. Who are the research participants? If human subjects are not used, please put N/A.</td>
<td></td>
</tr>
<tr>
<td>5. What texts and/or artifacts are analyzed? If none, put N/A.</td>
<td></td>
</tr>
<tr>
<td>6. List all the hypotheses &amp;/or research questions that are investigated in the study. Do NOT paraphrase here. Write out each hypothesis and research question word for word, making sure you include quotation marks and the page number for each.</td>
<td></td>
</tr>
<tr>
<td>7. This box focuses on method and involves two parts. First, identify the general type of methodology the study employed: quantitative, qualitative or rhetorical. Second, indicate the specific methods that were used: surveys, interviews, observation, experiments, etc.</td>
<td></td>
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<tr>
<td>8. Results/Findings. For each hypothesis, provide 1 of 3 terms: supported, unsupported, or partially supported. For research questions, make sure you provide the answers to each RQ. Make sure you list out the hypotheses and research questions with their corresponding results the way you were shown during the Practice ABW assignments.</td>
<td></td>
</tr>
<tr>
<td>9. List the weaknesses and/or limitations of the study. You will want to list those indicated in the discussion section of the article, as well as any weaknesses you determine on your own.</td>
<td></td>
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</tbody>
</table>
The Article “Breakdown” Worksheet has 9 sections:

(1) The APA citation

(2) The rationale/justification of the study: The rational and/or justification addresses why this topic is important and/or why this study is being done. As such, the rationale is a type of argument that is usually made in the introduction and/or literature review of an article. Trying to answer the following questions should help you determine the rationale/justification for the study:
   - Do the authors claim that the study can help people in some way? How so?
   - Do the authors claim that the topic impacts a lot of people? How so?
   - Do the authors claim this is an important topic that we do not know much about and should?
   - Does the study attempt to advance theory in some way? How so?
   - Do the authors claim that the study advances the field of communication? How so?
   - Do the authors claim that the study advances the field of gender, sex, and/or sexual orientation research? How so?

Rationales usually involve multiple points and/or arguments. Please use a bullet point for each point. Also, do NOT quote the article in this section—you must paraphrase.

(3) The theory or theories used: If a theory is being used in the study, it will be explicitly stated in the literature review (often, authors will dedicate 1-3 paragraphs explaining the theory and its relevant extant research). You should NOT try to paraphrase the title of a theory—just use the actual theory name. If a theory is not being used in the study, you can put N/A for this section of the worksheet.

(4) Research participants: Indicate how many people participated in the study and a brief description of who they were (examples: 357 college students; 12 women who had recently divorced; 75 adolescents who identified as gay, lesbian, bisexual, or transgender). If there was a requirement for participating in the study (such as being a parent or being divorced, for example) be sure to include this.

(5) Texts/artifacts being analyzed (if any): For most, if not all of you, this will not be applicable; thus, you can put N/A. The following are examples of texts or artifacts that might be analyzed in a study: 113 perfume ads published in women’s magazines in 2013; 18 episodes of Sex in the City during the second season.

(6) Hypotheses and research questions: This is the only section of the worksheet where you can quote the article. In fact, you are required to quote the article for this section. List out all hypotheses and research questions word for word. Make sure you put quotation marks around each one. Make sure you provide a parenthetical citation with a page number for each one.
(7) **The research methods employed**: This section should have two major elements. First, identify the general type of methodology the study employed: quantitative, qualitative, or rhetorical. Second, indicate the specific methods that were used, e.g., surveys, interviews, observation, experiments, etc. Try to provide a brief explanation, in your own words, of how the study was conducted. Do not quote the article here—make sure you paraphrase.

(8) **Results/findings**: For each hypothesis, provide 1 of 3 terms: supported, unsupported, or partially supported. For research questions, make sure you provide the answers to each RQ. Also, make sure you list out the hypotheses and research questions with their corresponding results the way you were shown during the Practice ABW assignments.

(9) **Weaknesses/limitations of study**: This refers to problems or issues with the study that was conducted by the authors (NOT problems/issues with past research). Scholars typically address the weaknesses and limitations of their own studies towards the end of the article in the discussion section. Again, you will need to paraphrase. Feel free to add your own thoughts as to weaknesses/limitations of the study that were not discussed in the article.
AAI 450/AAI 650
DESIGNED ENVIRONMENT AND HUMAN BEHAVIOR

PRESENTATION/PARTICIPATION EVALUATION

Presenter's Name:

Topic:

**Topic relevance:**
Weak    Average    Excellent

**Delivery skills:**
- eye contact, body language
- voice (projection, modulation)
- timing and pacing

Weak    Average    Excellent

**Organization of material:**
- structure
- clarity, accuracy of information
- presentation of arguments

Weak    Average    Excellent

**Quality of presentation:**
- interest stimulated and maintained
- quality of information
- summary and conclusion

Weak    Average    Excellent

**Types of supportive materials:**
- audio-visual
- activities (e.g. exercises, simulation or gaming)

Weak    Average    Excellent

**Participation:**
- thought provoking response

Weak    Average    Excellent
This course complies with the following Council for Interior Design Accreditation (CIDA) 2020 Professional Standards*:

Standard 4. Global Context  
Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.  
*Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Student Learning Expectations  
a) Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.  
Student work demonstrates understanding of:  
b) how social, economic, cultural, and physical contexts inform interior design.  
c) how systems thinking informs the practice of interior design.

Standard 7. Human-Centered Design  
Interior designers apply knowledge of human experience and behavior to designing the built environment.  
*Intent: This standard ensures that graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Student Learning Expectations  
Student work demonstrates understanding of:  
a) theories related to the impact of the built environment on human experience, behavior, and performance.  
b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.  
Student work demonstrates the ability to:  
c) gather and apply human-centered evidence.  
d) analyze and synthesize human perception and behavior patterns to inform design solutions.  
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions.  
f) apply wayfinding techniques to design solutions.

Standard 9. Communication  
Interior designers are effective communicators.  
*Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations  
Students are able to effectively:  
a) interpret and communicate data and research.  
b) express ideas and their rationale in oral communication.  
c) express ideas and their rationale in written communication.
d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

*The Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that prepare students for entry-level interior design practice and position them for future professional growth. For more information visit https://static1.squarespace.com/static/5c9ae7530490796e32442342/t/5dd5638d73df8c355b02033f/157426574284/Professional+Standards+2020.pdf

Classroom Standards, Policies, and Etiquette

The following guidelines constitute policies and the student’s receipt and acceptance of a course syllabus containing a course instructor’s rules on these shall constitute acceptance of these policies.

Use of Electronic Devices During Lecture, Group Discussion, Project Review and Presentation Policy
The absence of unnecessary distractions and interruptions being essential for an effective learning environment, the Interior Architecture and Healthcare Design Programs require that each and every student refrain from the use of personal electronic devices during lectures, presentations, project reviews, and structured group activities. Laptop computers are permitted in design studios when their use is integral to assigned work in progress.

Classroom Etiquette
Arrive on time; no food, chewing/bubblegum, chewing tobacco, or beverages, except water.

The following standards supplement the Grading System as listed in the current Undergraduate Catalog.

Letter Grade Description

A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the studio critic and exemplary to the rest of the class and sets a standard for the course.

B Above Average: Represents work that can be distinguished as being of truly “good” quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the course.

C Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and studio critic can take “satisfaction” in the average resolution of the course.

Students in the Interior Architecture and Design Program must attain a minimum grade of “C-“ in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “C-“ in any course within their major must retake that course and attain a
minimum grade of “C-” in order to advance towards graduation.

Students in the Healthcare Interior Design Program must attain a minimum grade of “B” in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “B” in any course within their major must retake that course and attain a minimum grade of “B” in order to advance towards graduation.

D-F Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the course and is unacceptable.

I Incomplete: An “incomplete” on a project can only be given in exceptional cases in which failure to complete the assignment is a direct result of verifiable documented illness or injury requiring a visit to a medical facility, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the studio critic’s policy.

An “incomplete” in a course is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

Projects submitted after due dates are subject to one grade reduction.

Any student in any course who accumulates three or more unexcused absences will be sent a warning letter specifying a date by which (s)he must meet with the studio critic to discuss the reasons for the absences; if (s)he has not met with the studio critic by that date, the studio critic will either initiate an administrative drop or assign a grade of F.

Standard Provost’s Statements
https://www.unlv.edu/policies/current-policies

Instructors are required to include the academic policies listed below in the syllabi for their courses, perhaps under a section entitled University Policies. This document is posted on the University Policies webpage, https://www.unlv.edu/about/policies/current-policies, in the Executive Vice President and Provost section, under Academic Year Memos. Please address any questions to Javier A. Rodríguez, Vice Provost for Academic Programs, javier.rodriguez@unlv.edu.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

**Classroom Conduct**

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

**Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course.

Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

**Identity Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

**Incomplete Grades**
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the
University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.