

EPP 767: School-Based Neuropsychological Assessment

Department of Counselor Education, School Psychology & Human Services

Instructor:

Semester: Spring 2020

Credits: 3 credits

Time/Location: Mon, 4-6:45pm

Office Phone:

Office:

E-mail:

Office Hours: In-person by appointment only

I. COURSE DESCRIPTION

Designed to provide foundational content in organization of the human nervous system and brain- behavior relationships to inform functional skills in interpretation of cognitive test performance from neuropsychological perspective and administration of screening tests. This course will also include hands-on practical administration, scoring, and interpretation of the well-known neuropsychological test battery: NEPSY-II. Upon completion of this course, students should be familiar with how such assessments relate to educational diagnoses, special education eligibility, and recommendations.

This is mostly an online course using WebCampus. However, there will be several face-to-face meetings to facilitate learning test administration, scoring, and interpretation of the NEPSY-II. See dates below.

If you have technical problems for the online portion of this course, contact the WebCampus Support Center at 702-895-0761 or studenthelp@unlv.edu. Be sure to check and tune-up your browser (Go to the WebCampus page and click "check browser"). Your assigned 'viewing' includes use of pdf files (Adobe Acrobat Reader 7.0 or higher) and Microsoft powerpoint files. The Adobe reader is available as a free download from the publisher and at UNLV software downloads. You will also need sound enabled on your computer.

II. COURSE OBJECTIVES

Objectives for this course correspond to the (a) Nevada Administrative Code for School Psychologist endorsement (NAC 391.316); (b) National Association of School Psychologists (NASP) Domains of School Psychology Graduate Education and Practice (2010); and, (c) the American Psychological Association's (APA) Standards of Accreditation for Health Service Psychology (SOA; 2017) Implementing Regulation (IR) for Domain Specific Knowledge (DSK; IR C-7D) and Profession Wide Competencies (PSW; IR C-8D).

<u>Learning objective</u>	<u>APA SOA IR C-7 & 8 D</u>	<u>NASP Domain</u>
<u>Students will...</u>		
<ul style="list-style-type: none"> ▪ Be able to demonstrate core knowledge of human brain structure with particular attention to functions of the cerebral cortex 	Biological Aspects of Behavior, Cognitive Aspects of Behavior	2.5, 2.7
<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: 	Ethical and legal standards	2.10

<ul style="list-style-type: none"> ○ The current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. ● Practice school psychology according to legal, professional, and ethical standards particularly with regard to neuropsychological assessment 		
<ul style="list-style-type: none"> ● Apply knowledge about the interaction between cultural, linguistic, and economic variables and students' school related difficulties to assessment and intervention practices. 	Individual and cultural diversity; Research	2.5
<ul style="list-style-type: none"> ● Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others ● Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. 	Professional values, attitudes, and behaviors	2.2, 2.10
<ul style="list-style-type: none"> ● Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. 	Communication and interpersonal skills	2.2, 2.8
<ul style="list-style-type: none"> ● Be able to articulate the rationale for school-based neuropsychological evaluation ● Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, understanding problems, and measuring progress and accomplishments through class discussion. ● Be able to apply a framework for interpreting norm-referenced standardized neuropsychological tests in relation to underlying mental processing rather than acquired knowledge ● Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. 	Assessment and Assessment Models; Psychometrics; Research	2.1

<ul style="list-style-type: none"> Utilize these models and methods as part of a systematic process to collect data and translate that data into assessment results and reports that aid in suggestions for research-validated recommendations for intervention. Administer, record, & score a representative set of typical neuropsychological screening tasks 		
<ul style="list-style-type: none"> Apply knowledge of brain function, human cognition, learning, development, social-emotional functioning, adaptive functioning, and psychopathology to evaluation and intervention practices, particularly student disabilities 	Biological Aspects of Behavior; Developmental Aspects of Behavior; Social Aspects of Behavior; Affective Aspects of Behavior; Intervention; Development & Learning	2.3, 2.4, 2.6, 2.7
<ul style="list-style-type: none"> Consult with classmates, supervisors, and/or other professionals about cases. 	Consultation and Interprofessional /interdisciplinary skills	2.2, 2.8

III. TEXTS AND INSTRUCTIONAL RESOURCES

Miller, D.C. (2013). *Essentials of school neuropsychological assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons.

Goldberg, S. (2010). *Clinical neuroanatomy made ridiculously simple: Interactive Edition*. Miami, FL: MedMaster, Inc. (available at UNLV bookstore and Amazon).

The two texts above are required. Supplemental readings may be assigned and posted by the instructor on WebCampus.

Other resources that may be useful include:^{SEP}

D'Amato, R.C, Fletcher-Janzen, E., & Reynolds, C.R. (Eds). (2005). *Handbook of school neuropsychology*. Hoboken, NJ: John Wiley and Sons.^{SEP}

Hale, J.B., & Fiorello, C.A. (2004). *School neuropsychology: A practitioner's handbook*. New York, NY: Guilford Press.

Baron, I. D. (2004). *Neuropsychological Evaluation of the Child*. New York, NY: Oxford University Press.

Lezak, M. D., Howieson, D. B., Bigler, E.D., & Tranel, D. (2012). *Neuropsychological assessment (5th edition)*. New York, NY: Oxford University Press.

IV. COURSE PROCEDURES / LEARNING OUTCOMES

- a. The majority of this class is online, with a welcome and a series of learning modules. Most modules include assigned chapters from your texts. Typically, to enable the self-pacing value of the Distance Education format, an assignment for a week will be posted on a Monday with a final due date of Sunday (6 days after the assignment posting). There will be occasional exceptions, so it is important to check the

schedule regularly.

- i. **Lessons/Assignments for the week will be posted on Monday:** Lectures/presentations will be posted on WebCampus on Monday with coordinated assignments, which are to be completed anytime between that Monday and the following Sunday evening).^[1]_{SEP}
- ii. **Test Administration Assignments:** Students are expected to review the NEPSY-II Manual independently so that they are versed on how to properly administer and score administrations (to be completed during face-to-face meetings/classes). Students will practice test administration and demonstrate knowledge of scoring during the in-class meetings.

Note: All administrations are to be completed at UNLV during in-class meetings. No one is allowed to check out test kits overnight.

- iii. **Midterm Examination:** There are two parts to the Midterm Exam.

Part One is comprised of 35 objectively scored items covering core knowledge of human brain function. Evaluation of performance on this part includes both norm-referenced and criterion-referenced interpretation. The number of correct responses on the initial administration of the exam will contribute to the total points used to assign grades in the course. If performance is less than 80%, part one must be re-taken. Only the first administration contributes to the assigned course grade but an eventual minimum of 80% must be attained. There is no limit on the number of re-takes. Part One will be open for 48-hours to complete: **3/23/2020 – 3/25/2020**

Part Two is a 15-point essay exam in which you are asked to compare and contrast acquired knowledge and neuropsychological approaches to interpretation of standardized tests with particular focus on school-based practice. Part Two will need to be uploaded to WebCampus by **9:45PM on 3/25/2020.**

- i. **Presentations:** During the second half of the semester, groups will be formed to prepare PowerPoint presentations detailing current knowledge about brain-behavior relationships related to an assigned area of disability. The product will be posted on WebCampus by Monday 7PM and members of the group will lead an on-line discussion about the presentation.
- b. Competence with web-conferencing technology is an expectation consistent with the NASP standard for Information Technology (2.11).
 - c. Assignments for Presentations will include required participation in a class discussion. For those assignments, the discussion will begin with a stimulus question. The expectation is that students will post at least one response to the discussion and that responses will be substantive in nature (more than just 'I agree').
 - d. **Module Quizzes:** Modules will include a reading assignment and often Powerpoint presentation/lecture, then completion of a short review quiz. These are graded on a Pass-Fail basis with requirement of 60% minimum on each quiz and cumulative minimum of 80%. The average of performance on quizzes will account for 10% of the final grade.

- e. Students are encouraged to study together for the quizzes and the Midterm Exam. However, students must take each test alone without help from other students or coaches. All tests, with the exception of the pretest at the beginning of the semester are open-book and open-notes.

V. **COURSE ASSIGNMENTS/REQUIREMENTS**

Assignment/Requirement	Description	Contribution to Overall Grade
Chapter/Module Quizzes	<p>For each module, there will be at least one short quiz associated with the assigned material.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior; APA SOA Assessment and Intervention)</i></p>	10%
Midterm Exam	<p>There are two parts to the Midterm Exam. See full description above.</p> <p>Part One will be open for 48-hours to complete: 3/23/2020 – 3/25/2020</p> <p>Part Two will need to be uploaded to the instructor by 9:45PM on 3/25/2020</p> <p>Evaluation of the essay will use the below FOUNDATIONS ESSAY RUBRIC.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Ethical and Legal Standards; Assessment; Intervention; Consultation and Interdisciplinary Skills)</i></p>	25%
Final Presentation	<p>During the second half of the semester, groups will be formed to prepare a PowerPoint presentation detailing current knowledge about brain-behavior relationships related to an assigned area of disability. The product will be posted on WebCampus and members of the group will lead and moderate online discussion about the topic.</p> <p>Evaluation of the Formal Presentation will use the FORMAL PRESENTATION RUBRIC.</p> <p><i>2.1-Assessment models, 2.3- Instructional</i></p>	35%

	<i>interventions, 2.5-Diversity, 2.7-Biological influences on Behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Research, Assessment, Intervention)</i>	
Administration Assignments	<p>ll be asked to pair up with a different classmate in class for test administration assignments. After reading the manual, each student will administer the assigned test to his/her partner, then switch roles.</p> <p><i>(NASP 2.1-Assessment models, 2.2 - Consultation & Collaboration; 2.5-Diversity, 2.7-Biological influences on behavior; APA SOA Assessment and Communication and Interpersonal Skills)</i></p>	15%
Participation	<p>participation in online activities and timely completion of the chapter/module quizzes is a course requirement with evidence that you have reviewed the assigned materials.</p> <p>Total time online and total time with discussion threads will be considered in assigning points. Participation will be evaluated with the CLASS PARTICIPATION RUBRIC.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Communication and Interpersonal Skills and Professional Values, Attitudes, and Behaviors).</i></p>	10%

FOUNDATIONS ESSAY RUBRIC

	Excellent (4-5 pts.)	Acceptable (2-3 pts.)	Unacceptable (0-1pt.)
Common Features (e.g. Interpretive elements that are shared in the two approaches to test interpretation)	All elements are appropriately addressed including historical context	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete

Distinct Features	All elements are appropriately addressed	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete
Overall Impression	Overall impression, including style, is strong.	Overall impression, including style, is satisfactory.	Overall impression, including style, is unsatisfactory.

FORMAL PRESENTATION RUBRIC

	Excellent (4-5 pts.)	Acceptable (2-3 pts.)	Unacceptable (0-1pt.)
Content	Presentation reflects thorough review of relevant literature including summarization identifying themes and areas where additional research is needed.	Some apparent omissions in reviewed literature and/or limitations in quality of summarization	Poor literature review and/or poor summarization
Collaboration	Clear indication that presentation was collaborative effort involving all members.	Some, but not clear indication that presentation involved collaboration of all members.	No clear evidence that presentation involved collaboration of all members.
Overall Presentation	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

CLASS PARTICIPATION RUBRIC

	Excellent (12-15 pts.)	Acceptable (8-11 pts.)	Unacceptable (0-7pt.)
Overall Participation	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

VI. COURSE SCHEDULE (subject to change)

<u>Week starting</u>	<u>Modules & Assignments</u>
1/27/2020	<p>Welcome</p> <p><i>Assignments:</i> Complete Pretest Review Syllabus Watch “Welcome Video” Complete and submit “Expectations Questionnaire”</p>
2/3/2020	<p>Why Neuropsychology in Schools is Important</p> <p>Major School Neuropsychological Test Batteries for Children</p> <p><i>Assignments:</i> Read Miller Chapters 1, 4 & 7 View Instructor’s PPT</p>
2/10/2020	<p>Brain Function Tour / Neuroanatomy</p> <p><i>Assignments:</i> <i>View Facilities Tour PPT</i> Read Goldberg - Chapters 1-3 View Localization Goldberg CD Participate in Online Discussion Complete Module Quiz</p>
2/17/2020	<p>Assessment of Language</p> <p><i>Assignments:</i> Read Miller - Chapter 16 Complete Module Quiz</p>
2/24/2020	<p>Assessment of Sensorimotor Functions</p> <p><i>Assignments:</i> Read Goldberg Chapters 4,6-7 Read Miller - Chapter 10 Complete Module Quiz Begin review of NEPSY-II Manual</p>
3/2/2020	<p>Assessment of Visuospatial/Auditory Functions</p> <p><i>Assignments:</i> Read Goldberg - Chapter 5 Read Miller - Chapter 11 Complete Module Quiz Review NEPSY-II Manual</p>
3/4/2020	<p>IN-CLASS MEETING – CEB 220</p> <p><i>Test Admin 1:</i> NEPSY-II Comprehension of Instructions NEPSY-II Speeded Naming NEPSY-II Phonological Processing NEPSY-II Word Generation</p> <p><i>Test Admin 2:</i> NEPSY-II Imitating Hand Positions</p>

NEPSY-II Fingertip Tapping
 NEPSY-II Visuomotor Precision
 NEPSY-II Design Copying
 NEPSY-II Arrows
 NEPSY-II Block Construction

3/9/2020	Assessment of Learning and Memory Functions <i>Assignments:</i> Read Goldberg Chap 8 Read Miller Chap 12
3/16/2020	SPRING BREAK – No Assignments
3/23– 3/25/2020	MIDTERM EXAM - Midterm Objective Exam (Open 48-hour period: 3/23-3/25) - Upload Midterm Essay to WebCampus by 9:45PM on 3/25/2020
3/30/2020	Assessment of Attention & Working Memory <i>Assignments:</i> Read Miller - Chapter 14 Complete Module Quiz
4/6/2020 <i>Assignments:</i>	Assessment of Executive Functions / Cognitive Efficiency Read Miller Chaps 13 & 15 View Exec-Efficiency Images Complete Module Quiz
4/8/2020	IN-CLASS MEETING – CEB 220 <i>Test Admin 3:</i> NEPSY-II List Memory NEPSY-II Memory for Faces NEPSY-II Narrative Memory NEPSY-II Word List Interference NEPSY-II Sentence Repetition <i>Test Admin 4:</i> NEPSY-II Auditory Attention & Response Set NEPSY-II Animal Sorting NEPSY-II Inhibition NEPSY-II Affect Recognition NEPSY-II Theory of Mind
4/13/2020 <i>Assignments:</i>	Practical Application of Neuropsychology in the Schools PPT Presentations
4/20/2020 <i>Assignments:</i>	Practical Application of Neuropsychology in the Schools PPT Presentations
4/27/2020 <i>Assignments:</i>	Practical Application of Neuropsychology in the Schools PPT Presentations

5/4/2020

Practical Application of Neuropsychology in the Schools

Assignments:

PPT Presentations

VII. COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES:

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

VIII. GENERAL POLICIES**Public Health Directives**

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University 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 source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <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 withdrawal 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](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 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 Final Exam 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), <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-Canvas.

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), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is 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), <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-Canvas 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, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](#) questions via chat and text message at <https://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 Missed Work policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

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 be reasonably 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/School 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: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, 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 in which 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-Canvas 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), <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/), <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, telephone 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), <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.