Title: Human Resources Management in Health Care Administration
Course: HCA 404
Term: Spring 2016
Class: 1001

Professor:
Office Hours: Mondays – 12pm – 3pm; Tuesdays 10am- 12pm or by appointment. Under most circumstances, you will contact me via Webcampus e-mail.

REQUIRED TEXTBOOKS

Additional required journal articles and case studies will be provided by the instructor and posted on Webcampus.

COURSE DESCRIPTION
This course introduces the technical and legal aspects of human resources management (HRM) from a strategic business perspective and examines how HRM best practices can be applied to health services organizations. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining health care organizations. 3 Credits.

LEARNING OUTCOMES
At the conclusion of this course, students will be able to:

1. Identify the essential functions of human resources management - (reading, video case study, discussion questions, assignments, exams - HCAP 001; HCAP 006; HCAP 008; HCAP 009).
2. Discuss how the essential functions of human resources relate to each other and to the broader business strategy - (reading, video case study, discussion questions, assignments, exams - HCAP 003; HCAP 007)
3. Describe the roles and responsibilities of HR professionals and organizational leaders in HRM - (reading, video case study, discussion questions, assignments, exams - HCAP 004; HCAP 010)
4. Discuss the legal and regulatory environment of human resources management - (reading, video case study, discussion questions, assignments, exams - HCAP 002)
5. Demonstrate a practical understanding of HRM - (reading, video case study, discussion questions, assignments, exams - HCAP 005; HCAP 006)
HCAP Undergraduate Learning Outcomes

1. Students are able to describe the nature of health care services, including the demographic, social, political, economic, technological, legal, ethical, professional and historic factors that influence the present and future direction of health care.

2. Students are able to describe the nature and function of health care organizations, including multi-institutional systems and managed care arrangements.

3. Students are able to describe the distribution and determinants of health and disease, including the influences of individual behavior, the environment, and health care technology in the prevention and progression of disease, as well as the restoration of health.

4. Students are able to describe managerial knowledge and skills of health care organization change, design, performance, strategic planning, marketing, problem-solving, decision making and leadership.

5. Students are able to apply basic quantitative abilities in health care financial management, computer literacy, operations analysis, management information systems, statistics and research methods.

6. Students are able to demonstrate the ability to integrate theories and practices of health care administration in the practice setting through a faculty-supervised practicum.

In addition to these learning outcomes, this course is also designed to help students build business skills to enhance their careers and overall effectiveness in their employment.

1. Effective Writing: There are several writing assignments throughout the semester. Writing assignments are expected to reflect appropriate professional writing skills. Your writing will be evaluated on the basis of grammar, sentence structure, spelling, overall sound writing principles and ability to follow written directions. If your writing skills are weak, it is recommended that you visit the UNLV writing center for assistance before submitting your assignment (see page 9 below for more information).

2. Information Literacy: You will be expected to demonstrate proficiency at conducting academic literature reviews and locating information through the library and use of online sources. You will be expected to know how to use APA style to appropriately cite and reference your academic writing.

3. Civic Responsibility: Ethical behavior in Human Resources Management will be discussed. Students are also expected to demonstrate ethical behavior throughout the course by adhering to UNLV policies regarding academic integrity. Obtaining or giving aid on an examination is considered academic dishonesty, in addition to plagiarism, and will not be tolerated. Plagiarism detection software may be used in the class.
COURSE TOPICS

Week
1. Introduction to the course
2. The Challenge of Human Resources Management – Chapter 1
3. HR Competencies, Structures and Quality Standards – Chapter 2
4. Strategic HR Management - Chapter 3
5. Legal Issues Affecting the Healthcare Workplace - Chapter 4
6. Job Design and Analysis - Chapter 5
7. Compensation - Chapter 12
8. Employee Benefits - Chapter 13/MIDTERM
9. Recruitment and Selection - Chapter 6
10. Organizational Relations and Employee Retention- Chapter 7
11. Performance Management - – Chapter 9
12. Employee Relations - Chapter 10
13. Labor Relations – Chapter 11
14. Training and Development - – Chapter 8
15. Study Week
16. FINAL EXAM

Course Schedule – Spring 2016

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.

<table>
<thead>
<tr>
<th>DUE DATES</th>
<th>ASSIGNMENT TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/19/16</td>
<td><strong>Week 1 - Course Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>Let’s Get Started Link</td>
</tr>
<tr>
<td></td>
<td>Review the Introduction Lecture</td>
</tr>
<tr>
<td></td>
<td>Review the Syllabus</td>
</tr>
<tr>
<td></td>
<td>Assigned Reading: 1) Plagiarism 101; 2) APA Formatting and Style Guide; 3) Critical Thinking Skills</td>
</tr>
<tr>
<td>01/23/16</td>
<td>Discussion Question: Introduction (5 points)</td>
</tr>
<tr>
<td>01/23/16</td>
<td>Discussion Question: Review of Syllabus (5 points)</td>
</tr>
<tr>
<td>01/24/16</td>
<td>Student Response to Introduction Post (5 points)</td>
</tr>
<tr>
<td>01/24/16</td>
<td>Student Response to Review of Syllabus Post (5 points)</td>
</tr>
<tr>
<td>01/25/16</td>
<td><strong>Week 2 – Challenge of HR Management</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 1 text and lecture notes – The Challenge of Human Resources Management</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
</tr>
<tr>
<td>----------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 02/01/16 | Week 3 – HR Competencies, Structures and Quality Standards | 1) Chapter 2 and Lecture Notes  
2) PDF Article: Leadership by L. Rubino  
3) Video: Crucial Skills for Tomorrow’s Leaders  
4) Babe Video |
| 1/06/16  |               | Discussion Question: Video Case Study – Babe (20 points)                  |
| 1/07/16  |               | Student Response to Review of Syllabus Post (5 points)                     |
| 02/08/16 | Week 4 – Strategic HR Management | 1) Chapter 3 and Lecture Notes  
3) Video – HR Strategy |
| 02/16/16 | Week 5 – EEO Laws | Chapter 4 and Lecture Notes                                                   |
| 02/20/16 |               | Discussion Question: EEO Case Study (20 points)                             |
| 02/21/16 |               | Student Response to Review of Syllabus Post (5 points)                      |
| 02/22/16 | Week 6 – Job Design and Analysis | 1) Chapter 5, and lecture notes  
2) Video: Episode 61 – Human Resources Planning  
4) Review Position Description Questionnaire;  
5) Job Description Example; and O’Net Online website (See learning Module) |
| 02/29/16 | Week 7 – Compensation | 1) Read Chapter 12 and Lecture Notes;  
| 03/06/16 |               | Job Analysis and Compensation Assignment (100 points)                       |
| 03/07/16 | Week 8 – Employee Benefits | 1) Read Chapter 13 and Lecture Notes;  
2) Reading Assignment: Nurse Burnout |
<p>| 03/13/16 |               | MIDTERM (100 points)                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 3/16/16    | **Week 9 – Recruitment and Selection**       | 1) Read Chapter 6 and Lecture Notes  
2) Video: Episode 62 – Human Resources Recruitment  
3) Video: Episode 63 – Human Resources Selection  
Assigned Reading: Myers, V., et al. (2007). *Recruitment and Retention of a Diverse Workforce: Challenges and Opportunities* |
| 03/20/16   | **Recruitment and Selection Assignment (50 points)** |                                                                              |
| 03/21/16   | **WEEK 10 - SPRING BREAK**                  |                                                                              |
| 03/28/16   | **Week 11 – Organizational Relations and Employee Retention** | Read Chapter 7 and Lecture Notes |
| 04/04/16   | **Week 12 – Performance Management**        | 1) Read Chapter 9 and Lecture Notes;  
| 04/09/16   | **Performance Appraisal Video Assignment (80 points)** |                                                                              |
| 04/11/16   | **Post Critique in DQ (20 points)**         |                                                                              |
| 04/11/16   | **Week 13 – Employee Relations**            | 1) Read Chapter 10 and Lecture Notes; Assigned Reading: *How to Terminate Poor Performers* |
| 04/16/16   | **Discussion Question: Case Study (20 points)** |                                                                              |
| 04/17/16   | **Student Response to DQ Case Study (5 points)** |                                                                              |
| 04/18/16   | **Week 14 – Labor Relations**               | 1) Read Chapter 11 and Lecture Notes;  
| 04/23/16   | **Discussion Question: Employee Unions Debate (20 points)** |                                                                              |
| 04/24/16   | **Student Response to DQ Debate (5 points)** |                                                                              |
| 04/25/16   | **Week 15 – TRAINING AND DEVELOPMENT**      | 1) Read Chapter 8 and Lecture Notes;  
| 05/01/16   | **Reaction Paper (50 points)**             |                                                                              |
05/01/16  Complete Course Evaluation Survey
05/02/16  STUDY WEEK
05/13/16  Final Exam

DISCUSSION QUESTIONS:

Discussion Questions – Six (6) discussion questions are assigned throughout the course. Total score for all Discussion Question Activity is 120 points. Students must show originality and analytical ability in their responses to the questions. In addition, you will be required to post at least one comment to the responses of your fellow students. **If you fail to comment on a peer's post, you will lose 5 of the points awarded for that Discussion question.** Discussion threads will have a deadline. If you miss the deadline you will lose participation points for that week. Each Discussion Question will have a Grading Rubric. Generally, the following will be considered when grading discussion board activity:

Original Post:

* Did the student post a response to the instructors Discussion Question in a timely manner?
* Is the original post: a) supported by references from the text or reading assignments, b) thought-provoking, original, i.e. introduces a new or original concept into the conversation versus a rewording of something already posted; and c) professionally written, e.g. good use of spelling, grammar, student proofreads post before submitting?

Response Post to Peers:

* Do the response posts add new ideas to the discussion and/or offer a critical review?

Participation:

* Does the student appear to be engaged with peers in the discussion throughout the week?
* Does the student post at the last minute of the deadline (which doesn't allow peers much opportunity to provide feedback)?
* Does the student demonstrate quality by concise presentation of ideas and critical analysis?

**DEADLINE FOR POSTS:** Please respond to the posted discussion questions by the deadline. You will have one day after the deadline to post responses to a fellow student's post(s). As a courtesy to your fellow students, please do not wait until the last minute to post in order to give everyone time to respond.
NOTE: In order to get full credit for the discussion questions, you will need to 1) post a response to the discussion questions and 2) Respond to a post of one or more of your fellow students. The grading rubric for the discussion thread is:

18-20 points (A) - Your posts are well thought out and demonstrate critical thinking skills, you address all aspects of the question, your response not only incorporates your own personal knowledge and experiences but demonstrates the analytical ability to go beyond the personal; your posts will incorporates and cite the concepts and terms introduced in the module, lecture notes and reading assignments as appropriate to substantiate your point of view, your response is creative and original in that it introduces a new thought or idea into the discussion. Posts are properly cited and referenced using APA style.

16-18 points (B) - Your posts demonstrate critical thinking skills, but are not especially comprehensive or in-depth; responses do not introduce new or original ideas into the discussion, but may elaborate on an existing topic. Student cites and references work, but makes errors in APA style.

14-16 (C) - Your posts basically relate to your own personal experiences or your opinion without demonstrating the critical thinking skills or the analytical skills to conceptualize in a global manner or to incorporate the concepts introduced in the module lectures, chapters and reading assignments. Posts lack depth and detail. Student does not reference or cite his/her work using correct APA style.

13 points or less - Indicates serious deficiency in intellectual rigor and/or work ethic. Student plagiarizes. Student misses deadline.

RESPONSE POSTS:

5 points – You post more than one response post. You come back to your own post to answer questions about your post left by peers. Your responses to your fellow students’ posts are substantive and thoughtful or thought provoking.

4 points – Student meets the minimum requirement of one post. Response to fellow student's posts are substantive and thoughtful. Student does not respond to questions left on his/her original post.

3 points or less - Responses to fellow student's posts are not substantive or thought provoking. Student does not respond to a fellow student’s post.

ASSIGNMENTS

Assignments will be posted in the Learning Modules with instructions. You are expected to provide a comprehensive analysis of your work. You are also expected to cite and reference your work. Assignments will be graded based on accuracy in completing the assignment, ability to incorporate terms and concepts introduced in the learning modules and demonstrated critical
thinking skills. Grading rubrics for each assignment will be provided. There will be four (4) assignment worth a total of 300 points.

**JOB ANALYSIS AND COMPENSATION ASSIGNMENT**: You will review several job descriptions. You will conduct a job analysis based on the information provided in the job descriptions. You will then conduct a wage analysis. Using the Decision Band method, you will assign each job to a salary band and calculate the pay range (minimum/median/maximum wage) using the formulas provided for each salary band. You will need to consider national wage rates as well as local and regional wage rates (use the O*NET link provided). Submit your final product with a written justification of your job ranking and pay rates using the terms and concepts provided in the course. Cite and reference your sources.

**RECRUITMENT AND SELECTION ASSIGNMENT**: For this assignment you will respond to a scenario by developing a recruitment and selection plan. Instructions are listed in the Week 9 Learning Module.

**PERFORMANCE APPRAISAL VIDEO ASSIGNMENT**: For this assignment, you will be provided with a scenario in which you will be required to conduct a mock performance appraisal on one of your “employees.” You will need to find a partner who will play the employee receiving the appraisal. You will need to have someone video your performance appraisal interview. You can use a cell phone or video camera. You will upload the video or YouTube video link to the assigned Discussion Question. You will answer the assigned discussion questions. You will then critique the video of a fellow student and provide developmental feedback to him/her to improve the performance evaluation based on the concepts introduced in the learning module.

**REACTION PAPER**: For this assignment, you will submit a five page paper. The purpose of this paper is for you to describe your reactions to a topic discussed in the readings, and to integrate references to in-class and outside material in your discussion. Detailed instructions are provided in the Learning Module.

**MIDTERM/FINAL EXAM**: You will be required to midterm and a final exam to demonstrate your mastery of the materials presented in the course. Total points for these exams are worth 200 points. The Midterm is worth 100 points and the Final Exam is worth 100 points.

**LATE AND MISSED ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RECEIVE A ZERO SCORE**. Under certain circumstances, you may submit an assignment after the deadline (refer to UNLV policies below). In such cases, you must notify the professor IN ADVANCE of the due date.

**GRADES**: Grades are determined as follows. Total points available = 620.

A = 100% – 90% (558 – 620 points)
B = 89% – 80% (496 – 557 points)
C = 79% – 70% (434 – 495 points)
D = 69% – 60% (372 – 433 points)
F = Below 60% (371 points or less)

NOTE: Web Campus assigns grades using +/- signs, e.g., A+ or B-. Final grades will not use +/-; if you receive an A+, your final grade will be recorded as an ‘A’. If you receive a C-, your final grade will be recorded as a ‘C’.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (4)</td>
<td>300</td>
</tr>
<tr>
<td>Discussion Questions (6)</td>
<td>120</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam (1)</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>620</td>
</tr>
</tbody>
</table>

ADDITIONAL COURSE INFORMATION
Spring 2016

UNLV POLICIES

Student Conduct: The instructor may, at his/her own discretion, reduce the grade on any assignment to zero for repeated and egregious failure to follow the directions of the instructor, for plagiarism or any other form of academic dishonesty.

Missed Class(es)/Student – Late assignments will not be accepted and will receive a zero score. Missed assignments will receive a zero score, except:

As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 29, 2016, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. Faculty may give students an additional week, but are encouraged to set a clear deadline. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Student Athletes and Extracurricular Activities: In accordance with the UNLV faculty senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall 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 is to offer fair and equitable 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 and fairly
earn his or her grade in the course.

This policy shall 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 faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they 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 the Executive Vice President and Provost.

**Teaching Evaluations:** In order to evaluate the effectiveness of teaching at UNLV, course evaluations are required to be administered at the end of each course. Teaching evaluations are a very important aspect of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained. Students are asked to complete teaching evaluations at the end of the semester.

**Tutoring:** The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**Attendance and Courtesy:** Private conversations during lecture disturb nearby students and undermine full class participation. You are encouraged to participate in classroom activities by directing your comments and questions to your instructor. Students who insist on private conversations will be asked to leave. Similarly, students leaving during class time disrupt other students. Therefore, if you must leave, please sit near an exit door to minimize disturbance. Remember, cell phones, pagers, and other electronic equipment MUST be turned off during class.

**Academic Misconduct:** Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html).

**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 information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).
Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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.

Student of Concern – Faculty may come in contact with students whose behavior may cause concern. A process has been developed to deal with such situations and training is also available by contacting the Office of Student Conduct at 702-895-2308. To report an issue, go to http://studentconduct.unlv.edu/concern/. For immediate emergency assistance from UNLV Police Services, dial 911 on a UNLV land-line phone or 702-895-3668 option 2 from a cell phone.

Consensual Relationships – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see http://www.unlv.edu/hr/policies/consensual.

Sex Discrimination/Sexual Harassment/Sexual Violence: Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: https://www.unlv.edu/compliance/TitleIX-resources.

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.
UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations – The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Recording Date of Last Attendance for Incomplete and F Grades - Both federal financial aid and NSHE policy require faculty to record, when assigning an Incomplete or F grade, the student’s “date of last attendance” to determine if the student has completed more than 60% of the instruction of a course. Individual faculty may, at their discretion, record an “FN” grade (F for non-attendance) in the case of a student who has not completed greater than 60% of instruction but has not withdrawn from the course.

In all of these instances, the percent of instruction achieved is based upon the student’s date of last attendance, which in turn, based upon Federal financial aid guidelines, is defined as the “last date of attendance at an academically related activity” associated with the course. This could be later than the last date of physical classroom attendance.

Academically related activity is defined at UNLV as any of the following, all of which are drawn from Title VI federal financial aid guidelines:

a. physically attending a class where there is an opportunity for direct interaction between the instructor and students;
b. submitting an academic assignment;
c. taking an exam, an interactive tutorial or computer-assisted instruction;
d. attending a study group that is assigned by the school;
e. participating in an online discussion about academic matters;
f. Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically related activities do not include activities where a student may be present, but not academically engaged, such as:

a. living in institutional housing;
b. participating in the school’s meal plan;
c. logging into an online class without active participation; or
d. participating in academic counseling or advisement.

Note (c) above – logging into an online course without active participation -- is specified as not the acceptable standard; instead the standard is that an institution can demonstrate “that a student participated in
class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.”

**Library Use** – Students may consult [https://www.library.unlv.edu/consultation](https://www.library.unlv.edu/consultation) with a librarian on research needs. For this class, the subject librarian is Xan Goodman. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).