DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
HCA 431/631 – Quality Management in a Changing Health Care System

Course Information:
Course provides an introduction to the quality of care in the US Health Care System. Quality outcome measurement and the patient experience influences reporting and reimbursement. Focus on quality metric measurement, analyzing, managing and improving population health outcomes. The course details conceptual bases of these approaches, their strengths and limitations. 3 credit hours.

Undergraduate Competencies (HCA 431):
A1. Health Care Issues and Trends – Students can demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care.
A2. Standards & Regulations – Students are able to identify standards, laws, regulatory and accreditation criteria applicable to health care organization.
B2. Problem-Solving and Decision-Making – Students demonstrate skills for identifying questions and solutions to address issues and problems.
B6. Information Management and Technology – students understand techniques and methods to plan, design, implement and assess information flow and communication.
C4. Writing Skills – Students can demonstrate effective written and business communications.

Graduate Competencies (HCA 631):
A1. Health Care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)
A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization)
B1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups)
D7. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication)
D12. Quality Improvement/Performance Improvement (Define and assess quality and performance)

Course Objectives:
Upon completion of the course, it is expected that students will be able to:
- Use the principles and practice of quality measurement, quality improvement, and process redesign in health care to fit a broader audience of patients, payer, and providers.

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- Develop skills needed to improve quality or performance within organizations. (UULOS 1.1)
- Examine core processes and operations in the health care continuum impacted by CQI.
- Select quality improvement and problem-solving tools to improve operations and achieve the triple aim.
- Use evidence-based models for decision making to improve quality.
- Critique the external quality reporting organizations and how they apply to individual health care delivery systems. (UULOs 3.1, 3.3)
- Critique regulatory quality requirements as a means for reporting, reimbursement, and incentive program strategies to drive improvement. (UULOs 3.1, 3.3)
- Compare and contrast how information technology can enhance patient safety and performance in a health care setting
- Develop a Quality Incentive Program and Strategies for a health care entity and formulate root cause analysis regarding the barrier to change and adoption of quality standards. (UULOs 1.1, 2.2, 3.1, 3.2)

University Undergraduate Learning Outcomes:
Complete list of UULOs

Required Text:
- Sollecito, W.A. and J.K. Johnson. McLaughlin and Kaluzny's Continuous Quality Improvement in Health Care. 4th ed. Burlington, MA: Jones & Bartlett, 2013. ISBN-13: 978-0-7637-8154-5

Supplemental Texts and Readings (suggested in preparation for the course):
- Best Care at Lower Cost: The Path to Continuously Learning Health Care in America (2013), ISBN: 978-0-309-26073-2, DOI: 10.17226/13444
- Additional readings, videos, etc. are assigned to students throughout the course. Access will be provided to these resources via WebCampus.

Grading Scale:

Points in %	Letter Grade
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
65-67	D
<64	F

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Grading Components:

See course schedule for due dates for all assessments and other assignments.
Total Points available for the course: 500 pts.

Item	Number of Units	Points per Unit	Total
Exams	2	75	150
Quizzes	2	20	40
Discussion Boards	10	5	50
Assignments	4	25	100
Final Project	1	50	50
Essays	2	50	100
Total			**490**

Assignment Overviews:

Detailed instructions for each assignment will be provided in WebCampus. An overview of each is provided below.

Note: Each week, you must read all assigned readings (text and articles). Lecture Notes and publisher's PowerPoint slides are provided as supplemental reinforcement to your weekly readings.

Quizzes / Exams (4 total): There will be two quizzes and two exams, two quizzes during Module 1, one exam after Module 1 and one final exam after Module 2. Questions may be derived from the slides, articles, and/or textbook chapters assigned during the corresponding weeks. Quizzes and exams will be a combination of multiple choice, multiple response, true/false, and matching. The two quizzes will include 20-25 questions and you will be given 30 minutes to complete. Exams will occur after each module and include 50-75 questions and you will be given one hour to complete. One attempt will be given for all quizzes and exams Examinations will open 7 days prior to the due date listed on your course schedule.

Discussion Boards (10 total, 5 points each): 300-500 words; no APA required, but spelling and grammar will be checked. Post your initial personal posting by posted deadline. Comment on the post of at least two fellow students by posted deadline. If you fail to respond you will lose partial points awarded for that discussion question. Discussion threads will have a deadline. See Discussion Board Rubric for grading criteria. *Undergraduate Students (HCA 431) should use at least two class references and one external peer reviewed reference in your initial post. Graduate Students (HCA 631) are required to use two class references and two peer reviewed references in their initial post and at least one peer reviewed reference in their response posts.*

Assignments (4 total): See WebCampus Assignments tab for individual assignment details. See Essay/Final Project Rubric for grading criteria.

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Essays (2 total): Students will be expected to write two short essays on a specific prescribed topic (a maximum of three, doubled spaced and typed pages). *Undergraduate Students (HCA 431) should use at least two external peer reviewed references in your essay. Graduate Students (HCA 631) are required to use at least three peer reviewed references in their essay.* See Essay/Final Project Rubric for grading criteria.

Final Project (1 total): Students will be expected to write a short essay on a specific prescribed topic (a maximum of five, doubled spaced and typed pages). See Essay/Final Project Rubric for grading criteria.

Undergraduate Students (HCA 431):
> The final project will be an individual paper and will require students to apply learnings from current quality metrics, quality improvement models, and drivers in our healthcare system today. They will be provided a problem in health care quality and asked to present what factors the organization should consider, what models can be applied, and how they came to their solution.

Graduate Students (HCA 631):
> The final project will be an individual paper where and will require students to apply learning's from current quality models, initiatives, and incentive structures while considering theories of organizational behavior change and engagement. Students will identify the number of and specific quality metrics to bonus, financially what they are asking leadership to approve, and how they will engage the providers to drive organizational improvement.

Additional Considerations:
  Program Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

  Missed Assignments: A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments (discussed prior to deadline with faculty), serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

  Other UNLV Policies: You are also responsible for reviewing and complying with the policies found within "Syllabi Appendix: General University Policies and Resources 2017-18", found on WebCampus.

HCA 431/631 Course Schedule

Week of	Topics & Assignments (due by midnight)	Readings
Module 1	**Understanding the Journey of Quality Reporting and CQI**	**See Assignment and Rubric documents for details.**
WEEK 1 8/28/2017	**Course Introduction & Syllabus Review** **The US Health Care System and the Triple Aim**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapter 15-A, Overview of the U.S. Medicare Program, pp. 447-448 Chapter 15-B (Optional) ☐ Resources: Gawande, A., (2015). Health care's price conundrum. *The New Yorker*. Retrieved from http://www.newyorker.com/news/news-desk/health-cares-cost-conundrum-squared Aaron, H. & Reischauer, R., (2015). Strengthening medicare for 2030. *The Brookings Institute*. Retrieved from https://www.brookings.edu/events/strengthening-medicare-for-2030/ ☐ Websites: US Preventative Task Force (USPSTF) https://www.uspreventiveservicestaskforce.org Agency for Healthcare Research and Quality (AHRQ) https://www.ahrq.gov NCQA http://www.ncqa.org
8/29/2017	*Introduction DB Due*	☐ Write your initial post in the Discussion Board
8/30/2017	*#1 DB Post*	☐ Write your initial post in the Discussion Board
9/3/2017	*#1 DB Reply*	☐ Respond to 2 peers on their DB post
9/3/2017	*Syllabus Quiz*	☐ Found in the Assignments tab
WEEK 2 9/4/2017	**Continuation of Week 1: The Evolution of Quality Improvement**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapter 1, The Global Evolution of Continuous Quality Improvement pp. 3-44 ☐ Resources:

		Berwick, D.M., Nolan, T.W., & Whittington, J. (2008). The triple aim. *Health Affairs, 27*(3). 759-769. ☐ Videos: Quality improvement in healthcare. (2016). [video file}. Retrieved from https://www.youtube.com/watch?v=nPysNaF1oMw
9/6/2017	*#2 DB Post*	☐ Write your initial post in the Discussion Board
9/10/2017	*#2 DB Reply*	☐ Respond to 2 peers on their DB post
WEEK 3 9/11/2017	**Evidence Based Decision-Making, Outcome Models, and Benchmarking** Understanding Healthcare Effectiveness Data and Information Set (HEDIS)	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapter 2, Basics of Quality and Safety, pp. 77-114 Chapter 5, The Outcome Model of Quality, pp. 155-161, 170-179 Chapters 13, Educating Health Professionals to Improve Care within the Clinical Microsystem, pp. 373-393 ☐ Resources: Hall, M.A. (2011). Risk adjustment under the affordable care act: A guide for federal and state regulators. *The Commonwealth Fund, 1501*(7). Porter, M.E. (2010). What is value in health care? *New England Journal of Medicine. 363*(26). 2447-2481. Rundall, T. G., Martelli, P. F., Arroyo, L., McCurdy, R., Graetz, I., Neuwirth, E. B., ... Hsu, J. (2007). The informed decisions toolbox: Tools for knowledge transfer and performance improvement. *Journal of Healthcare Management, 52*(5), 325-341. ☐ Websites: US Preventative Task Force (USPSTF) https://www.uspreventiveservicestaskforce.org Agency for Healthcare Research and Quality (AHRQ) https://www.ahrq.gov NCQA: http://www.ncqa.org/hedis-quality-measurement
9/13/17	*#3 DB Post*	☐ Write your initial post in the Discussion Board
9/17/17	*#3 DB Reply*	☐ Respond to 2 peers on their DB post

WEEK 4 9/18/2017	**Patient Safety and Medical Errors** *Quiz #1 Opens*	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapter 9, Assessing Risk & Harm in the Clinical Microsystem, pp. 249-271 Chapter 11, Classification and Reduction of Medical Errors, pp. 311-330 ☐ Resources: Institute of Medicine. (1999). To Err Is Human: building a safer health system, executive summary. *National Academy of Sciences.* Retrieved from https://www.nap.edu/read/9728/chapter/2
9/24/2017	*Quiz #1 Due*	☐ Quiz Topic: U.S. Health Care Payers, Terms, CQI, Risk, Wk 1&2 Articles
9/20/2017	*#4 DB Post*	☐ Write your initial post in the Discussion Board
9/24/2017	*#4 DB Reply*	☐ Respond to 2 peers on their DB post
WEEK 5 9/25/2017	**Tools for Improvement** Understanding the LEAN Process, CQI tools (Pareto analysis, control charts, and other useful tools)	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 3 Basics of Quality and Safety, pp. 75-114 ☐ Resources: Keller, L., (2014). Leaning a little too far. *Industrial Engineer.* Retrieved from http://www.iise.org/industrialengineer/Details.aspx?id=37625
10/1/17	*Assignment # 1 Due*	☐ Submit via the Assignments tab on WebCampus
WEEK 6 10/2/2017	**The Role of Information Technology** *Quiz #2 Opens*	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 5 The Outcome Model of Quality, pp. 162-169 Chapter 12 The Role of Health Information Technology in QI, pp. 335-361. ☐ Resources: Bates, D.W., Saria, S., Ohno-Machado, L., Shah, A., & Escobar, G. (2014). Big data in health care: using analytics to identify and manage high-risk and high-cost patients. *Health Affairs, 33*(7), 1123-1131. Cresswell, K.M., Bates, D.W., Sheikh A. (2013). Ten key considerations for the successful implementation and adoption of large-scale health information technology. *Journal of the American Medical Informatics Association, 20*(1), 9-13.

		Powell, A.C., Landman, A.B., Bates, D.W. (2014). In search of a few good apps. *JAMA, 311*(18).
10/8/2017	*Quiz #2 Due*	☐ Quiz Topic: Patient Safety, QI Tools, Role of IT, Wk 4-6 Articles
10/8/17	*Assignment #2 Due*	☐ Submit via the Assignments tab on WebCampus
WEEK 7 10/9/2017	**Patent Experience / Satisfaction**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 6 Measuring Consumer Satisfaction, pp. 181-196 Chapter 7 The Role of the Patient in Continuous QI, pp. 199-217 ☐Resources: CAHPS: Assessing Health Care Quality from the Patient's Perspective. *AHRQ*. Rockville, MD. Retrieved from https://www.ahrq.gov/cahps/about-cahps/cahps-program/cahps_brief.html ☐ Videos: Cathy, D.T. (2010). Every life has a story…if we only bother to read it [video file]. Retrieved from https://www.youtube.com/watch?v=2v0RhvZ3lvY Feinberg, D. (2011). One patient at a time [video file]. Retrieved from https://www.youtube.com/watch?v=cZ5u7p-ZNuE
10/11/2017	*#5 DB Post*	☐ Write your initial post in the Discussion Board
10/15/2017	*#5 DB Reply*	☐ Respond to 2 peers on their DB post
WEEK 8 10/16/2017	**Module 1 Review** *Examination #1 Opens*	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care
10/22/2017	*Assignment # 3 Due*	☐ Submit via the Assignments tab on WebCampus
10/22/2017	*Examination #1 Due*	
Module 2	**Understanding Regulations and Incentive to Drive Quality in the Future**	**See Assignment and Rubric documents for details.**
WEEK 9 10/23/2017	**Regulatory and Voluntary Quality Reporting**	☐ Resources: Antos, J.R., Pauly, M.V., Wilensky G.R. (2012). Bending the cost curve through market-based

		incentives. *The New England Journal of Medicine*. *367*(10).
		Hibbard, J.H., Greene, J., Sofaer, S., Firminger, K. and Hirsh, J. (2012). An experiment shows that a well-designed report on costs and quality can help consumers choose high-value health care. *Health Affairs 31*(3). 560-568.
		Ryan, A.M., Nallamothu, B.K., Dimick, J.B. (2012). Medicare's public reporting initiative on hospital quality had modest or no impact on mortality from three key conditions. *Health Affairs*. *31*(3). 585-592.
		Smith, M.A., Wright, A., Queram, C., & Lamb, G.C. (2012). Public reporting helped drive quality improvement in outpatient diabetes care among wisconsin physician groups. *Health Affairs*. *31*(3). 570-577.
		Suchy, K. (2010). A lack of standardization: The basis for the ethical issues surrounding quality and performance reports. *Journal of Healthcare Management*. *55*(4).
		☐ Videos: Kaiser Health. (2015). *The ABCs of ACOs.* Retrieved from: https://www.youtube.com/watch?v=oV5rxViCf9U
		Klasko, S. (2014). *What heath care will look like in 2020.* Retrieved from: https://www.youtube.com/watch?v=esugL07XANg
10/25/2017	***#6 DB Post***	☐ Write your initial post in the Discussion Board
10/29/2017	***#6 DB Reply***	☐ Respond to 2 peers on their DB post
WEEK 10 10/30/2017	**Incentives to Drive Quality**	☐ Resources: Berenson, R.A., & Kaye, D.R. (2013). Grading a physician's value – the misapplication of performance measurement. *The New England Journal of Medicine* 369(11), 2079-2081.
		Emanuel E.J., Ubel P.A., Kessler J.B., et al. (2016). Using behavioral economics to design physician

		incentives that deliver high-value care. *Annals of Internal Medicine*. *164*(2). 114-119. Jha, A.K., Joynt, K.E., Orav, E.J., Epstein, A.M. (2012). The long-term effect of premier pay for performance on patient outcomes. *The New England Journal of Medicine*. *366(17)*. doi: 10.1056/NEJMsa1112351 Milburn, J.B., Maurar, M. (2013). Strategies for value-based physician compensation. *Medical Group Management Association*. 1-13. Peterson, L.A., Simpson, K., Pietz, K., Urech, T.H., Hysong, S.J., Profit, J., Conrad, D.A., Dudley, A., Woodard, L.D. (2013). Effects of individual physician-level and practice-level financial incentives on hypertension care. *JAMA*. *310*(10). 1042-1050.
11/1/2017	***#7 DB Post***	☐ Write your initial post in the Discussion Board
11/5/2017	***#7 DB Reply***	☐ Respond to 2 peers on their DB post
11/5/2017	***Essay #1 Due***	☐ Submit via the Assignments tab on WebCampus
WEEK 11 11/6/2017	**Quality Improvement in Primary Care** **-Coordination between Providers and Systems during Transitions of Care**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 14, Quality Improvement in Primary Care, pp. 399-415 ☐ Resources: Brown,E.J., Kangoiv,S., Sha,C., Johnson,S., Chanton, C., Carter, T., Grande, D.T. (2015). Exploring the patient and staff experience with the process of primary care. *Annals of Family Medicine, 13*(4), 347-353. Coleman, E. A., & Berenson, R. A. (2004). Lost in transition: Challenges and opportunities for improving the quality of transitional care. *Annals of Internal Medicine, 141*(7), 533-536. Haggerty, J.L., Roberge, D., Freeman, G.K., Beaulieu, C. (2013). Experiencing continuity of care when patients see multiple clinicians: A qualitative metasummary. *Annals of Family Medicine, 11*(3), 262-271.

		Naylor,M.D., Bowles, K.H., McCauley, K.M., Maccoy, M.C., Maislin, G., Pauly, M.V., Krakauer,R. (2011). High-value transitional care:translation of research into practice. *Journal of Evaluation in Clinical Practice, 19*(5), 727-733. Rennke S, Nguyen OK, Shoeb MH, Magan Y, Wachter RM, Ranji SR. (2013). Hospital-initiated transitional care interventions as a patient safety strategy: A systematic review. *Ann Intern Med., 158,433–440.*
11/19/2017	*Assignment # 4 Due*	☐ Submit via the Assignments tab on WebCampus
WEEK 12 11/13/2017	**Transforming Health Care Organizations**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 8, A Social Marketing Approach to Continuous Quality Improvement Initiatives, pp. 225-245 Chapter 10, Transformation and the "Learning" Organization, pp. 277-306 ☐ Resources: Wagner, R., Weiss, K.B., Passiment, M.L., and Nasca, T.J. (*2016*) Pursuing excellence in clinical learning environments. *Journal of Graduate Medical Education, 8*(1), 124-127.
11/15/2017	*#8 DB Post*	☐ Write your initial post in the Discussion Board
11/19/2017	*#8 DB Reply*	☐ Respond to 2 peers on their DB post
WEEK 13 11/20/2017	**Accreditation**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 18: Accreditation, pp. 513-531 ☐ Resources: Chassin, M.R., Baker, D.W. (2015). Aiming higher to enhance professionalism beyond accreditation and certification. *JAMA, 313*(18), 1795-1796. Tutunca, O., Tas, I. (2014). Quality and accreditation in health and medical tourism: Revisiting Kanji's global excellence measurement system. In Wisdom House (Ed. 1), *Quality, Excellence and Measurement.* 147-168).

		Woodhead, A. (2013). Scoping medical tourism and international hospital accreditation growth. *International Journal of Health Care Quality Assurance*, 26(8), 688-702. ☐ Websites: URAC: https://www.urac.org NCQA: http://www.ncqa.org
11/22/2017	***#9 DB Post***	☐ Write your initial post in the Discussion Board
11/26/2017	***#9 DB Reply***	☐ Respond to 2 peers on their DB post
11/26/2017	***Essay #2 Due***	☐ Submit via the Assignments tab on WebCampus
12/3/2017	***Final Project Due***	☐ Final Project: Build a Quality Incentive Program
WEEK 14 11/27/2017	**Human Element of Change**	☐ Text: Sollecito and Johnson: Continuous Quality Improvement in Health Care Chapters 20: A Call to Action for Transforming Health Care in the Future, pp. 571-597 ☐ Resources: Berwick, D. (2002). Escape fire lessons for the future of health care. *The Commonwealth Fund.*
11/29/2017	***#10 DB Post***	☐ Write your initial post in the Discussion Board
12/3/2017	***#10 DB Reply***	☐ Respond to 2 peers on their DB post
WEEK 15 12/4/2017	**Study Week: Study for the Final Exam**	☐ Final exam will be comprehensive.
12/9/2017	***Examination #2 Opens***	
WEEK 16 12/11/2017	**Final Exam Week**	
12/15/17	***Examination #2 Due***	☐ Due by 11:59 PM PST on December 15th.

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 at 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: https://www.unlv.edu/studentconduct/student-conduct.

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.

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.

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.

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.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. 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/.

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.

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 within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.**

Transparency in Learning and Teaching—**The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:**
https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

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, visit http://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** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

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/.