

**Management 494**  
**Seminar in Management**  
**Tuesday Evening 7:00 – 9:45 pm in BEH 103**  
(Do NOT email assignments. Only hard copies will be accepted!)

**LEARNING OUTCOMES:** UNLV has developed a specific and important set of learning outcomes that graduating students should sufficiently achieve if not master. In Management 494 we will discuss most of the seven elements that will, in most cases, be reinforced in other management and business courses. This course will especially tailor the course content toward numbers 5, 6, and 7.

1. Identify and explain the major tasks of the manager.
2. Discuss and apply major theories concerning the behavior of people in modern business organizations.
3. Identify and discuss alternative theories concerning the role of business in society and the implications of these theories.
4. Identify and discuss key issues involved in international management.
5. Identify and discuss key issues in the relationship between workers and managers.
6. Work with others to identify issues and prepare solutions in the practical management of business.
7. Present analysis of and solutions to management problems.

**COURSE DESCRIPTION:** Because this course is designed to help change your behavior and improve your management skills, it focuses more on active involvement and student teaching of conceptual material than most courses. Social science research has found that a powerful way to change behavior and internalize information is to turn students into teachers. People learn material better and become more competent in demonstrating and applying it if they are given an opportunity to teach it. Students in this class, therefore, will be given opportunities to become teachers of management skills. Most class periods will be spent in practice exercises, structured interaction, and student involvement. The instructor will play the role of coach or facilitator more than intellectual guru. Among the desired outcomes of this class will be the following:

1. To increase your understanding of core behavioral principles upon which important management skills are based.
2. To help prepare you to transfer this learning and improvement to real-life, out-of-class settings.
3. There are certain skills that most businesses want their employees to possess. Specifically they hire people who can think and speak on their feet and write well. They

also want employees who know how to use a computer and do research. We will thus attempt to help you learn to do the following:

- Acquire and improve both traditional and computer research skills.
- Develop individual writing skills and learn to make a “professional looking” report.
- Improve communication skills and become comfortable in speaking before a group.
- Practice in making group presentations.
- Gain the ability to answer questions on an extemporaneous basis.
- Practice in working as a team to produce a final report.
- Learn the importance of professional dress when before an audience.

To accomplish these objectives, the following characteristics will be typical of this class:

1. **Teamwork.** Each student will become a member of a six person team. The performance of teams in at least three major areas will be evaluated, and this performance will be a part of your grade.
2. **Individual and Team Exams.** Much of the core conceptual material will be presented in an examination format. For each chapter a ten question multiple-choice exam will be given to each individual in the class. To answer the exam questions you will need to have read the assigned material. You will take the exam yourself, and then you will retake the exam with your team. Time will be given in class for your teams to discuss answers and come to a consensus. These discussions will provide the mechanism whereby you teach each other and explain to other team members what you understand about the material. You will receive a grade for both the individual (30% of final grade) and team (10% of final grade) scores.
3. **Class Presentations by Teams.** Each team will make one formal presentation during the semester. The presentation, approximately 30-45 minutes long, should focus on supplementary information not covered in the textbook or readings. Audiovisual materials, case studies, games, and/or class discussions can be included. The team is in charge of identifying the extra material, organizing it, and presenting it to the class. Your fellow students and the instructor will evaluate these presentations.

To make it easier for everyone to get to know each other and for presentation members to call on class members we will ask everyone to place a name card on the desk in front of their seat during each class period. Even though many of you already know each other it will help to avoid the embarrassment of having to ask a name should you forget.

4. **Homework Assignments.** Several assignments during the semester will be assigned and some should be accomplished in teams. Sometimes these will require analyses and sometimes they will require that you assist or coach one another.

5. **Team Paper.** Each team will prepare a written team contract in which members of the team discuss the requirements to be a member of the group. A final paper that analyzes the strengths and weaknesses of the team and its progress over the course of the semester will also be required. The analysis should include evidence of improvement in management skills, team functioning, and the ability to help others to develop their own management skills. Most of these final papers will range between three to four pages in length.
  
6. **Student Journals.** Each student will keep a personal journal during the semester that contains action plans for personal improvement, insights, diagnoses of personal competencies and application exercises for each of the skills covered in the course. Since there is sometimes confusion about what is expected, let me elaborate. A journal is not a diary—not just a listing of daily events. The extent of your self-evaluation will become evident through the journal. At least once each week you should date your journal entry and write the following:
  1. Things for which you are grateful. The first time you write you should list ten things. Thereafter you add two different items each time you write. Do not just make one big list of items. I expect to see them added weekly. Give at least a one sentence explanation of why you are grateful for each of the things you list.
  2. At least once each week you are to do a “random act of anonymous kindness” to help someone. Record the experience in the journal.
  3. Very Important: Include a summary of how you performed on the two or three self-analysis exercises that start every chapter. How did you do compared to national averages? Were you surprised by the findings? Don’t just list your scores. Analyze your results and explain how they might correlate into strengths or weaknesses.
  4. A recap of the classes for the week. What impressed you about the student team presentations? Did any of the exercises have application to your life? Were the YouTube videos or other games/tapes/etc. presented by the instructor useful and meaningful in any way? Did your team work well during the group quiz? Had everyone read the chapter and were they all prepared?
  5. Record your answers to the chapter assignment that will be given in conjunction with almost every topic or chapter. These small projects will help you incorporate the material of the chapter into practical real-life experience. Your effort on these exercises should be well documented in the journal. Be sure to recap in sentence form what the assignment is—don’t just list a page number from the book for the assignment as years from now you won’t remember what you were trying to do should ever re-read the journal.
  
6. You will turn in the journal after we have covered half of the course and you will submit the entire journal for grading at the end of the semester. I will only grade the final journal

but I want to make certain that you are keeping up with assignments and I will deduct points for journals not turned in at midterm.

You can keep a journal by hand, but it will be much easier for both of us if you type it. That way you can use spell-check, perhaps add a table of contents, and easily correct your thoughts as you need to make changes to the flow of ideas. It will also make it a lot easier for me to read and thereby give you a higher grade!

7. **Peer Evaluation.** Peer evaluation will be the primary mechanism for assessing your individual performance in your team chapter presentation and other activities. Each student will be evaluated by fellow team members based on the degree of participation, helpfulness, preparation, contribution, and demonstrated expertise in the team. Low scores by several group members may result in a lower class grade for some students.

**TEXT:** Developing Management Skills, by David Whetten & Kim Cameron, 9<sup>th</sup> Edition, Pearson Education, Inc. ISBN: 978-0-13-312747-8. You should also check half.com and other such websites for less expensive copies of the text. We have used this book for several semesters and so used copies of the older 8<sup>th</sup> edition should be available and should work. You will need to bring the book to class each week.

**CLASS TIME AND LOCATION:**

Section 1001 meets on Tuesday evening from 7:00-9:45 pm in BEH 103

**PREREQUISITE:** MGT 301.

**OFFICE HOURS:** Instructor is available both before and after class to meet with students. I will also be available in room 322 of Beam Hall on Tuesday and Thursday from 10:00 am to 1:00 pm. If you let me know you are coming then we can meet up as needed. I will use some of that time to run errands, print exams, eat lunch, etc. Again, if you let me know you are coming then we will not miss each other.

**GRADING CRITERIA:** The following six criteria will be used to determine the final grade. The percentages are approximate.

<u>CRITERIA</u>	<u>Percent of Grade</u>
1. Individual examination scores	30%
2. Journal	30%
3. Team Exam Score	10%
4. Class Presentation (graded by class)	20%
5. Team Contract and Final Paper (3-5 pages)	10%

\*The Peer Evaluation is not given positive points, but may result in a reduced grade if a student is rated low on team effort by most other group members.

# 2016 GENERAL UNLV CLASS POLICY

1. **Course Syllabus:** Course outlines are prepared as a guideline for the conduct of the class. They are NOT contracts between the professor and student and may be modified as required by any unforeseen event. Students will be notified promptly of any changes.
2. **Reading assignments** on the syllabus should be completed BEFORE the class period for which they are listed.
3. **Homework/assignments:** No make-up exams or work will be given or accepted. You may arrange to turn in work prior to the due date but not afterwards. In emergency situations where work is missed I will adjust the total points possible so that you will not be penalized when figuring out the final grade. If you cannot make class because of a situation beyond your control, call the department secretary or me and leave a message.
4. **Due Dates:** All work is due at the end of class on the day assigned. Work submitted after class and before the next class will be subject to one full grade cut. No work will be accepted beyond one class period after the due date.
5. **Exams:** Scheduled exams on text material will normally be multiple-choice. The syllabus will indicate if the final is cumulative. A page of short answer or essay questions may be included to cover class material. Bring a scantron sheet and a #2 pencil with a good eraser to each scheduled test. Print your name on the exam with the time of the class you are attending. You may write on the exam but it must be returned with the scantron or you will not receive credit for the test. Exams will be closed book. Do not wear headsets of any kind (including i-pods) on the day of exams! Also, you may not have cell phones out on the desk during an exam!
6. **Quizzes:** Short, unscheduled quizzes may be given at any time if deemed necessary to reward those who attend class and keep up on their assigned work. They will also give you a better idea of what will be covered on major exams. Other short assignments worth points may be required. No make-up quizzes will be permitted.
7. **In-class behavior:** During class only one person may talk at a time. This includes whispering to your neighbor. Please observe this simple courtesy. If you really need to talk to someone please do it outside of the classroom! Please turn off all cell phones during class.
8. **Eating and smoking** is prohibited in all UNLV classrooms.
9. **Class Attendance:** Regular and punctual class attendance is expected. Requests for excused absences should be made in advance or after the fact for emergency situations. You may miss up to 10% of the class meetings for whatever reason without penalty. Beyond that a full grade cut will occur for each day absent. If you choose to use your absence and then miss class because of illness, the normal penalty will apply.
10. **Seating** will be assigned during the first few weeks of class to allow the instructor to learn the names of class members.
11. **Recording of lectures** is generally not allowed. Exceptions are allowed only by permission. Students are expected to take notes but the lectures and discussions are not for publication or reprinting.
19. **Grades:** Final grades will be based on the total number of points earned. It is against my policy to allow some students to improve their grade by doing extra work without making the same opportunity available to everyone in the class. If some were given extra work then everyone in class would have to do extra work to maintain their relative position in terms of total points.

An attempt will be made to base your final grade on several different criteria such as exams, quizzes, written work, cases, etc. I do not live by the "normal curve," as sometimes an exam can be so difficult that no one can achieve an "A" or "A-" grade based on the normal 90 to 100 points equals an "A." It has been my experience, however, that most classes tend to follow the curve. We will use the top person in class as a starting point for grade distribution.

Grades of plus (+) or minus (-) will be used in the reporting of all grades, i.e., A- or B+. Percentages will be determined as a percent of the top person, or in other words the grades are curved. Peer evaluation scores may result in points being deducted from group project scores for individual students. Based on the percentage of points you have compared to the top person, grades will be assigned as follows:

93% or above = A, 92.99%-90%=A-  
89.99%-87%=B+, 86.99%-83%=B, 82.99%-80%=B-  
79.99%-77%=C+, 76.99%-73%=C, 72.99%-70%=C-  
69.99%-67%=D+, 66.99%-63%=D, 62.99%-60%=D  
Less than 59.99%=F

Your grade will be assigned according to your points down to the second decimal point. For example, 89.99 is still a B+ grade and not an A-. Do not send me an e-mail at the end of the semester to notify me that if rounded up, your final would be higher. You must earn sufficient points to be above each grade break to receive that grade.

Normally I do allow myself the right to raise your grade one step (i.e., B to B+) based on a subjective evaluation of your participation and preparation. Unless otherwise stated, this is usually done only for those that are borderline, i.e., the top person receiving each grade.

**Grade Calculations:** Calculations of grades are discussed in the attached class policy handout.

**Posting of Grades:** I do not post semester grades nor e-mail them to you. You can access your final test score on webcampus and the final grade through MYUNLV about one week after the final exam. I will mail you other detailed information if you would like if you provide me with a stamped, self-addressed envelope at the final exam. The department secretary is not permitted to give out grade information over the telephone.

**20. Study time: For each classroom hour you should schedule two hours for study. You will find your text most useful if you:**

- Make a preliminary survey. Get an idea of what the key concepts are before you read.
- Read for understanding, formulating questions as you read.
- Test yourself to be sure you can answer the questions you have raised.
- Take notes on what you have read. The outline form works best for most students. Yellow highlighters are excellent.
- Review the major points of the assignment and re-read any sections that don't seem clear to you. Many students find it helpful to summarize the book by typing their yellow markings (important concepts) into a word processing program. If you can re-write the main points in your own words you probably have a good understanding of the basic concepts.
- Bring your notes to class and integrate the class lecture into your text outline.

Most people do the easiest things first. Make a habit of doing the most important things first. Washing clothes, for example, can be done at night when you are "burned out" and can't think well but most of us do washing first because it is easier than going to the library to study. Then at 10:00 pm when we study we cannot think clearly and seem to have trouble remembering what we read. Most people are best able to do creative and thinking jobs in the morning when they are alert. If you do them consistently at the same time each day then you can enjoy the night social activities without worrying about homework.

**Finally, you should realize that education is more than just teaching. You have to learn! If you do not understand the material then it is your responsibility to get extra help and to do whatever is necessary to gain the skills we are trying to teach. After all, it is your future we are preparing for—not ours!**

**21. Writing Standards:** Double space typing or extremely neat writing is required on all major papers unless otherwise instructed. No pages torn out of notebooks with rough edges should ever be turned in to the instructor. Computers will make all writing assignments much easier for you, but please do not use the right-end-justify option and make certain that your printer is working right and making dark copy. Exhibits should be drawn in ink and any pencil exhibits should be photocopied if included in a paper.

References should be according to the APA format. Information on how to cite Internet references can be found on the APA web site. All written work will be graded on both content and form (English, grammar, spelling, mechanics, etc.). The grade will be based mostly on the content but errors of form may result in a lower grade. Check specifically for the following:

- Misspelled Words (including typographical)
- Incomplete sentences
- Improper punctuation
- Incorrect use of tense and person
- Improper agreement of subject and predicate
- Gross errors of grammar, punctuation, or capitalization
- Strikeovers or messy erasures
- Paper torn from notebooks or unprofessional appearance

How to avoid trouble:

- Proofread your own work—read it aloud
- Have someone else proofread your paper*
- All group members should read group papers in final form
- Allow yourself time to make more than one draft

**Note: When several students each prepare a section of a group report and put it all together without one person reviewing the entire report for continuity and visual appearance, it usually results in a very disorganized paper and a poor grade.**

Proficiency in English is expected of all students and is required in this course. If you have trouble I urge you to seek help. Special courses are available to help you if you really want to improve.

## **Seminar in Management (Mgt. 494)**

**Tuesday Evening 7:00-9:45 in BEH 103**

January 19     Introduction, Icebreaker and PAMS exercise  
 Memory and left brain-right brain discussion

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**PERSONAL SKILLS**

January 26     Review Information on teams and form teams  
 Discuss supplement on oral and written presentations

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February 2     **1: Developing Self-Awareness**  
 Discussion of Chapter 1 Self-Assessment instruments  
*Individual and team exam for Chapter 1*  
 Deadline for completing PAMS survey

- A. Skill Learning—presentation of supplementary information, videos, and/or exercises (Cognitive Style Indicator, Tolerance of Ambiguity Scale, Core Self-Evaluation Scale)
- B. Skill Analysis cases

- C. Skill Practice exercises
  - D. Skill Application exercise #1.19 and 1.21 pg. 77
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February 9     **2: Managing Personal Stress and Well-Being**  
Discussion of Chapter Self-Assessment instruments  
Social Readjustment Rating Scale, Flourishing Scale  
*Team presentation on Chapter*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases  
Skill Practice exercises (Life-Balance Analysis pg. 123)  
Skill Application exercises 2.9 pg. 128

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February 16    **3: Solving Problems Analytically and Creatively**  
Discussion of Chapter Self-Assessment instruments  
                  How creative are you? Creative Style Assessment  
  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 3.12 pg. 182

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**INTERPERSONAL SKILLS**

February 23    **4: Building Relationships by Communicating Supportively**  
No Self-Assessment instruments for Chapter 4  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 4.9 pg. 224

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March 1        **5: Gaining Power and Influence**  
No Self-Assessment instruments Ch. 5  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*

(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 5.5 pg. 259

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March 8      **Mid-term Journal assignments due for review**  
Target assignment/values inventory

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March 15      **6: Motivating Others**  
No Self-Assessment instruments  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 6.4 pg. 301

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March 21-26<sup>th</sup> Spring Break Recess

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March 29      **7: Managing Conflict**  
Discussion of Chapter Self-Assessment instruments  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos,  
and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 7.10 pg. 358

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**GROUP SKILLS**

April 5      **8: Empowering and Engaging Others**  
Discussion of Chapter Self-Assessment instruments  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)

Skill Learning—presentation of supplementary information, videos, and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 8.10 pg. 397

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April 12      **9: Building Effective Teams and Teamwork**  
Discussion of Chapter Self-Assessment instruments  
    Diagnosing the need for team building  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos, and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
    Skill Application exercises 9.21 pg. 439 (Do individually in journal and then combine for final team paper)

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April 19      **10: Leading Positive Change**  
Discussion of Chapter Self-Assessment instruments  
*Team presentation on chapter supplementary material*  
*Individual and team exam for the Chapter*  
(Discussion of material in class on which there are questions)  
Skill Learning—presentation of supplementary information, videos, and/or exercises  
Skill Analysis cases and/or Skill Practice exercises  
Skill Application exercises 10.6 pg. 483

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April 26      Final lecture  
                 **All Individual Journals Due**

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May 3        **Team Reports Due**  
                 Summary and review  
                 Peer Evaluation

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*UNLV Final Examinations May 9-14th*  
Final on Tuesday, May 10<sup>th</sup> starting at 8:10 p.m.

## University Policies

**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: <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.

**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>

**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**—Students may consult with a librarian on research needs. For this class, the subject librarian is [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](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/>.

**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](tel: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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB 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/>.

**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](mailto:@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>.