University of Nevada, Las Vegas
School of Nursing
Spring 2019

COURSE NUMBER:	**NURS 765**
COURSE TITLE:	DNP Residency
CREDIT HOURS:	4 credits: 1 hour Theory: 3 hours Clinical
PREREQUISITES:	Admission to the DNP Program and NURS 719R, NURS725, NURS728, 729R, NURS732, and NURS767.
PLACEMENT IN CURRICULUM:	Spring semester
COURSE DESCRIPTION:	Residency to apply program concepts and develop and implement strategies for practice-level and/or system-wide practice initiatives to improve the quality of care.
COURSE DELIVERY METHOD:	Online

COURSE LEARNING OUTCOME	DNP LEARNING OUTCOME	DNP ESSENTIAL
1. Integrate conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems. 3. Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.	DNP Essential II, III, V
2. Evaluate care delivery approaches using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health to meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic science.	1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings. 3. Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.	DNP Essential I, IV, V, VII
3. Employ advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.	2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.	DNP Essential II, VI, VII
4. Utilize consultative and leadership skills with individuals and teams to create change in health care and complex healthcare delivery systems.	4. Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations. 5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.	DNP Essential VI, VII, VIII
5. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or	4. Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.	DNP Essential VI, VII

address gaps in care of individuals, aggregates, or populations.		
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.	DNP Essential II, IV, VI

REQUIRED TEXTS:
All texts from courses in previous semesters and any resources unique to the individual topic of student choice.

RECOMMENDED TEXT(S):
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Zaccagnini, M.E., & White, K.W. (2014). *The doctor of nursing practice essentials. A new model for advanced practice nursing.* Jones & Bartlett Publishers.

Required Technology:
A computer with word processing software capable of saving documents as either a Microsoft Word (not Works) document or docx file. Students must have regular, reliable access to the course on the UNLV Canvas website.

Recommended Technology:
Reference Manager: such as Refworks (free through the library). UNLV: (http://www.library.unlv.edu/help/refworks/index.html).

TEACHING/LEARNING METHODS:
This course is taught online and in an asynchronous format where students are expected to be self-directed as they progress through the semester and the requirements for successful course completion. Students and the Instructor meet via online mail within the course to discuss the Residency as necessary. Students are expected to interact with faculty or colleague students in a collegial (respectful interaction is expected and required) manner throughout the learning process. This respectful interaction is particularly important when participating in assignments via the Discussion Board, which is used as an integral teaching/learning strategy. It is the responsibility of the student to communicate with the instructor if assignments are unclear or if any other difficulty is encountered by the student in meeting the course objectives and expectations for time commitment to the Residency.

EVALUATION METHODS:
Students may begin late fall semester to identify where they will complete a Residency experience. Students identify an overall goal for the Residency and, using the course description and objectives as guidelines, develop personal objectives for the Residency. The purpose of the Residency is for students

to engage in an immersion experience that allows for the application of knowledge gained from the DNP program to practice-level and/or system-wide initiatives to improve practice or the quality of patient care.

Students select initiatives that apply to their areas of interest and advanced practice/leadership roles and work collaboratively with a qualified mentor(s) throughout the experience under the supervision of the faculty member. The instructor, student, mentor, and administrator of the agency where the Residency takes place develop either a **Memorandum of Understanding (MOU) or Educational Contract (EC)** (depending on the student's goals) for the Residency that includes the students' personal objectives for the experience, a plan to meet the objectives, a schedule mutually convenient for the mentor, student, and faculty member to meet, and a plan for evaluating the outcomes from the experience.

The Residency requires a minimum of **180 contact hours** during the course of the semester (ending the Friday immediately prior to the School of Nursing finals week). Preparation work to secure the Residency facility, mentor, and the student's individual objectives may contribute no more than 10 contact hours toward the 180-hour minimum.

If the student requires some preparation or remediation related to content required to initiate the Residency experience, this is considered "homework" and does not contribute to the 180-hour minimum. Students must routinely post hours implemented in meeting one's individual Residency experience and include a brief explanation of what was accomplished during the various hours posted to **E*Value**.

Mentors:
Depending on the nature of the student's Residency, a qualified mentor in the agency where the project takes place is identified by the student. Qualifications include education and experience in a healthcare discipline (preferably nursing, leadership, or medicine) that demonstrate expertise in the topic selected for the Residency. Mentors prepared at the doctoral level are preferred, but not required, if the mentor has advanced knowledge and experience that relates directly to the Residency experience or project. Mentors should be subject matter experts and may have clinical or technical expertise in the area the student is choosing for the Residency. The site for the experience may be in the student's place of employment; but, the Residency hours must be documented to show that they are over and above (distinctly different from) that of routine employment expectations.

Mentors are expected to participate in a mid-term meeting with the faculty and student. They will also be responsible to fill out an evaluation of the student at the end of the semester. These evaluations will be sent out and completed through e-value. Students should provide the forms to mentors at the beginning of the semester so they are familiar with the criteria for evaluation.

Student Responsibilities:
The student, in collaboration with the **NURS 765** faculty member, develops a formal agreement with the mentor to serve as overseer, advocate, and coordinator of activities in the healthcare setting. A Memorandum of Understanding (MOU) or an Educational Contract (EC) between the mentor and the student is drawn up to specify the conditions under which the Residency takes place. An MOU is used if no direct patient contact/care is required to meet the student's objectives for the course. If direct patient contact/care is required, an EC is required. It is not recommended that students consider a

residency with patient contact and these ECs will be considered only after discussion between faculty and student. The student should be aware that if an EC is not already in place with a specific healthcare facility, it can take one month or longer to accomplish this task. **Either an MOU or an EC must be fully in force prior to the student's beginning the activities required to complete the Residency Experience.**

A mentor requested by the student **must** be approved by the course instructor **prior** to beginning Residency activities. Depending upon the nature of the Residency, students may have more than one mentor, but this is *not* a requirement. It is the student's responsibility to secure approval for individual objectives, prepared to allow the student to meet the course objectives, for the immersion experience the Residency course represents. The due dates for submission of the student's individual objectives may be found in the course calendar/schedule. Activities related to the Residency experience may not begin before approval of the student's individual objectives. A copy of the mentor(s) CV or resume, credentials, and signed MOU and/or EC will be maintained by the course instructor.

Documentation of Residency Hours:
This is a **4**-credit course with 1 credit hour of theory and 3 laboratory credits earned at 4 contact hours per credit (12 contact hours per week total for this component). Therefore, students are expected to document at least 180 hours (12 contact hours/week for 15 weeks) spent on the Residency experience or project. These hours can be distributed evenly throughout the semester or in concentrated pieces of time. If an intermittent and/or concentrated Residency experience is requested, the student must communicate the rationale for this request prior to initiating an irregular timeframe involvement in the Residency.

An electronic spreadsheet for documenting the hours is provided via E*Value on the Web. Elizabeth Gardner is the point of contact for e-value and all questions. Students enter the documentation of the hours spent and activities as they relate to the course objectives. At mid-term (Week 8) and at the end of the semester (Week 15), students send a copy of the documentation of hours to the course instructor when turning in the mid-term and final report. Failure to complete the 180-hour minimum or meet the course and individual objectives, will result in an Unsatisfactory grade regardless of any other contributions to grade computation.

Evaluation Procedures and Grading Policy:

Students must invest a minimum **180 contact hours** in the selected agency. Students document Residency activities and hours spent in E*Value. Periodic reports from the students are shared with other students in the Discussion Board area of the online course for peer comments and suggestions for enriching and improving the experience.

At **mid-term**, the faculty member and the student meet (electronically or via telephone) to determine whether the student has satisfied the (formative) Residency requirements thus far, and if work on the Residency objectives and the Residency report is progressing satisfactorily.

A **final** meeting (by telephone or online) occurs to determine if the student satisfactorily completed the Residency by meeting or exceeding the required hours, meeting personal and course objectives, and preparing an acceptable summary for presentation to other students and faculty on the Discussion Board.

The following items apply to the grading of the Residency (Rubrics for earning the points are posted in the course).

Each student must document at least **180 total contact hours** over the entire semester in the E*Value record. Time spent planning for the experience prior to the semester of registration may count toward the 180 hours, but this component is limited to **10 hours** contributing to the total. (Fewer than 180 hours means failure in the course).
Students must earn **Satisfactory** or above on the mentor(s) evaluation form of the student's performance in the Residency. (**Unsatisfactory** means failure in the course)

All course assignments will be completed and turned in to the Canvas assignment tab by **11:59pm (Pacific Time)** on the date identified in the assignment tab and course calendar. As this is a course in a doctoral program, **students are expected to understand their own time management responsibilities** and turn in assignments on time. As such, if an assignment is submitted late without prior approval, the student will receive a zero (0) for the assignment. Requests for late submission of an assignment must be based on extenuating circumstances and will be evaluated on a case-by-case basis. Please contact the course instructor if you are having any issues with a deadline prior to deadline.

Expectations for Student Success:

1. To get the most out of the course, receive course updates, and stay engaged with your learning progress and with colleague students, you are encouraged to login to Canvas every day.
2. Contact the instructor EARLY if you perceive difficulties with progression through the course. Remember, the instructor won't know a student is having a problem unless it is communicated.
3. Master the Canvas learning management system. For technical questions, contact the IT help desk at 702-895-0777 or https://www.it.unlv.edu/it-help-desk
4. Access links in the Canvas navigation areas: Academic Success Center, Technology Help, UNLV Libraries, and the Help link.
5. In all interactions on the discussion board and other avenues throughout the course, be respectful in communications.

Course Requirements for Grading:
In addition to the **180 residency hours**, students will be expected to provide written evaluation of their progress at the mid-term and a final summary at the end of the semester. These summaries will reflect the course objectives as noted in **#7** of the residency objectives document as well as a written summary of the project completed along with supporting documents related to the project at the specific agency. For example, if a student created a project where a new process was developed with a flow chart and support documents, this would be submitted. Additionally, students must submit a reference list of research articles and sources used for their project.

Assignment	Points Possible/Grade %
Student Introduction and Outline of Proposed Project	5 points/5%
Mid-term Summary	25 points/25%
Final Summary	55 points/55%
Discussion (5%) and Peer Review (10%)	15 points/15%

Midterm and Final residency hours documentation	PASS/FAIL
Total	**100%**

<u>Student introduction and Residency Outline</u>

There are **three parts** to this assignment.

1. Please introduce yourself to the class on the discussion board titled: "Self-Introduction and Residency Outline". You may know each other, but instructors may not know you. Give us a short biography of your education, current employment, and something interesting about you outside of the academic program.

2. Provide a one-page, single spaced word document of your residency outline. This should be developed with enough detail and depth so that others can clearly see what your residency will entail during the semester. You will provide the following information:

- Residency basic information:
    - Where is your residency?
    - Who is your mentor? (nurse, leader, education level)
    - Why did you choose this place and the initiative?
- What are your expected outcomes?
- What is your end goal for the practice level or system wide initiative to improve quality of care?
- What do you think will be the biggest obstacles/barriers?
- What is one leadership trait you would like to increase during the Residency?

Please upload the word document as an attachment as well as copy/paste into the discussion post.

3. Participation. You are expected to participate by completing #1 and #2 as well as interacting with your fellow student colleagues. You may want to offer encouragement, questions, or recommend some reading to support each other. The purpose is to get to know each other and the work you are doing. Due January 21, 2019 at 11:59pm. 5 points/5% of final grade

<u>Mid-term Evaluation Report (25 points /25% of final grade)</u>
Utilize the residency objectives document to update the project at the midterm. In addition, students will outline their goals met and their list of goals for the remainder of the semester from mid-term to final. Students should develop a list of specific goals and objectives with actions to meet them by the end of the semester. Students will log and turn in an e-value report of hours logged to date with their midterm evaluation report. Each student will also complete a self-evaluation of their progress using a provided template. You will turn this into through the assignment tab and is due February 25, 2019 at 11:59pm. This will be a separate file with the hours logged. Due February 25, 2019 at 11:59pm. 25 points/25% of final grade.

Criteria	Possible Points
1. Develops personal objectives for the residency that encompass personal and course objectives with a plan and schedule for the residency, its implementation, and evaluation in collaboration with the instructor and mentor.	6
2. Integrates conceptual and analytical skills to evaluate care delivery approaches for the residency using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	6
3. Evaluates care delivery approaches that integrate the needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.	6
4. Submits an outline of the plan to develop and evaluate the final Summary of Residency Report and evaluation.	7
Total possible points	**25**

Final Evaluation Report (55 points /55% of final grade)

Students will prepare a final summary of the DNP residency project. You will utilize the residency objectives document and build on the work done from the mid-term summary. In addition, students will include:

- Summary of completed 180 residency hours downloaded from e-value and submitted in a separate file
- Summary of the residency course objectives utilizing the Residency Objectives document. This final document builds on the proposal and mid-term work previously submitted.
- All documents related to the project will be submitted to demonstrate work completed.
- Reference list in APA format.

Due April 22, 2019 at 11:59pm. 55 points/55% of grade

Criteria	Possible Points
1. Meets personal objectives and course objectives as reported in the Summary Report.	25
2. Prepares a written Summary Report of the Residency experience that reflects a review and integration of theories and concepts from previous DNP courses, the literature and, other relevant resources. Includes a complete and robust list of evidence-based references and research support.	25
3. Accurately uses APA format for the Summary Report.	5

Total possible points   55

Discussion and Peer Review (5 points discussion, 10 points peer-review/15% of final grade

During week 14 students will present a 6-10 slide PowerPoint presentation with a voice over narration to outline their DNP Residency. This will give the viewer an understanding of your semester work. It should include:

- Outline of your Residency description and goals
- Brief outline of the problem and objectives for Residency
- Outcomes/Finished product for your Residency
- What program concepts and theories were applied to develop and implement your initiatives to improve the quality of care
- Obstacles/Barriers encountered
- Evidence-based resources utilized to complete Residency
- Summary

Students will upload their presentations to the discussion board. During the period your presentations are uploaded to the discussion board you will complete the peer reviews and engage in discussion with your fellow colleagues. This discussion could be asking questions, commenting on outcomes and giving general feedback on the projects being presented. Please remember this is the time you will complete your peer reviews. This discussion thread will stay open until the peer reviews are due on April 22, 2019 at 11:59pm.

Due April 16, 2019 and be open for discussion until April 22 at 11:59pm. 5 points/5% of final grade.

Students will complete two (2) peer reviews of colleagues within your small discussion group. This will provide an opportunity to objectively assess another's work and provide feedback. You will be assigned peer reviews. Student will complete peer-reviews and turn them into the assignment tab on Canvas to the instructor. You will also email the completed peer-review to the student assigned and cc your course faculty through Canvas course email.
Due April 22, 2019 at 11:59pm. 10 points/10% of final grade (5 points for each peer review).

COURSE GRADING SCALE:
Grades will not be increased to the next highest number; for example, 82.99% will not be rounded up to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

PASSING GRADE: The minimum passing grade for graduate courses is 83%.

<u>Grading Rubrics</u> for earning the points on assignments throughout the semester are posted within the course or individual course modules.

COURSE MODULE CONTENT AND SCHEDULE:

Module Title	Time Frame	Objectives	Assignment Due Dates
<u>Module 1</u>: Evaluation of Health Care Delivery Approaches	Weeks 1-4 January 7- February 3, 2019	● Integrate conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. ● Evaluate care delivery approaches using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health to meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic science.	Student self-introduction and proposed project to Canvas discussion board Due: January 21, 2019
<u>Module 2</u>: Creating Change for Quality Assurance and Patient Safety	Weeks 5-8 February 4- March 3, 2019	● Employ advanced communication skills/processes to lead quality improvement and patient	Mid-term summary report due February 25, 2019

		safety initiatives in health care systems. ● Utilize consultative and leadership skills with individuals and teams to create change in health care and complex healthcare delivery systems.	
Module 3: Creating Change and Improving Healthcare	Weeks 9-12 March 4-March 31, 2019	● Synthesize concepts, including psychosocial dimensions and cultural diversity related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.	
Module 4: Advanced Practice and Leadership	Weeks 13-15 April 1-April 26, 2019	● Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Discussion due April 16-22, 2019 Peer Reviews due April 22, 2019 Final evaluation report due April 22, 2019

Instructor Response Time:

Students should use the course (Canvas) email for communication. Phone calls left at the instructor's office will not be responded to as rapidly as an email. For e-mails sent Monday through Friday (8:00am – 4:00pm, pacific time zone), responses will typically be within two business days. For e-mails sent on weekends and holidays, responses will typically be within two business days from 8:00am (Pacific time zone) on the first day following the weekend or holiday. Please note the instructor practices on Friday each week and this may cause delay in responses on this day of the week.

SCHOOL OF NURSING POLICIES

Academic Drop Policy -- A student who is registered for a course may drop that course (and receive no grade) on or before the day when 60% of the course is completed. The registrar determines the

exact date. After this point, no drops will be allowed even with the instructor's permission. Please check the course schedule (online) for this date.

Civility -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior always.

Confidentiality -- An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must NEVER contain the client's full name. Client's problems must not be discussed with family or friends. If the Department ascertains that a client's confidentiality has been violated, the student violating the confidence will be subjected to disciplinary action.

Required Equipment – This is not a clinical course, so you will need a computer, and MS Word computer program.

Computer Programs
♦Word Processing Program: Microsoft Word preferred. Please use most current version.
♦Presentation Program: PowerPoint.

Getting help in Canvas
http://ccs.unlv.edu/scr/support/webcampus/using.asp
You can call the Help Desk: 702-895-0761 if you have questions or need support

Instructor Response Time
For emails sent Monday through Friday (during normal business hours of 8:00 am to 4:00 pm Pacific Time), I will respond within 24 hours in most instances. For emails sent to me on weekends and holidays, expect response within 48 hours.

Student Responsibilities
Students are expected to take responsibility for their own learning. Successful completion of this course requires participation with Canvas based learning, reading of required/recommended materials, and meeting on campus for scheduled clinical workshops. Each student should monitor his/her progress throughout the semester and ask for help when necessary. Numerical averages as calculated above convert to letter grades consistent with those published in the School of Nursing Student Handbook.

Instructor Responsibilities
Students may need additional help throughout the semester. The instructor is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member's office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind that online course faculty members are available to answer questions in a different manner. For emails sent Monday through Friday (during normal business hours), faculty should attempt to respond within 24-48 hours. It may take up to 72 hours for faculty to respond to your questions—especially after 5:00pm (1700) PST

excluding weekends and holidays. Faculty are not online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Generally, faculty will not respond to discussion forums after 5:00pm (1700) PST on Friday.

NOTE: The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

Teaching Evaluations – Evaluating the effectiveness of teaching at UNLV requires it to administer course evaluations at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings*   ASSESSMENT RATINGS   Instruction Ratings

UNIVERSITY POLICIES

Academic Misconduct
Academic integrity is a legitimate concern for every member of the Campus community: we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the

Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

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

Classroom Conduct

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

Copyright

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

Disability Resource Center (DRC)

The UNLV Disability Resources Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start

of the semester and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy. Which defines, "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.
UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

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

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

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

Missed Classwork

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

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

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

The policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed 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 competition. Academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

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

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the

Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library and on the second floor of the College of Engineering building (TBE A 207).

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