



DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
EMHA 730 – Strategic Management of Health Services

Course Information:

This course will provide a framework for the development and application of strategic management and practice. One of the primary course outcomes will be the development of a comprehensive strategic plan for a healthcare organization that recommends either a repositioning of the organization's strategy or introduces a new strategic direction. To successfully complete the course will require integrating concepts from previous courses as well as experience in healthcare settings into a broad understanding of strategic management and planning. A multitude of tools will be discussed in detail as well as the various steps in the process that are required to successfully complete a strategic plan after a complete internal/external organizational analysis, review of recommended strategies and analysis of strategic and financial fit. 3 credit hours

EMHA Competencies:

- 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)
- B1.** Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes).
- B2.** Interpersonal Skills. Build collaborative relationships; create, participate in, and lead teams; Influence skills and Political Skills necessary to avoid dysfunction.)
- C1.** Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values)
- C4.** Assess individual/peers' strengths and weaknesses (complete self-assessment each semester; evaluate course/project performance; evaluate personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly).
- C5.** Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully manage in uncertain environments through effective Decision Making.
- D3.** Problem Solving and Decision Making (Formulate questions and apply models to address issues and problems with stakeholder input.)

Course Objectives:

Upon completion of the course, it is expected that students will be able to:

- Demonstrate a full grasp of the strategic planning process.

- Evaluate an organization’s strengths, weaknesses, opportunities and threats and recommend a strategic direction.
- Build a comprehensive strategic plan for the organization of their choice.

Required Text:

- Wayland, M.S. & McDonald W. G (2016). *Strategic analysis for healthcare: Concepts and practical applications*. Chicago: IL: Health Administration Press. ISBN # 978-1-56793-751-0
- Additional readings, videos, etc. are assigned to students throughout the course. Access will be provided to these resources via WebCampus.

Supplemental Optional Texts and Readings (suggested in preparation for the course):

- Porter, M. E. (1996). What is strategy? *Harvard Business Review*, Nov.-Dec, 61-78.

Grading Scale

Points in %	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
<70	F

Grading Components:

See course schedule for due dates for all assessments and other assignments.

Total Points available for the course: 100 pts.

Item	Number of Units	Points per Unit	Total
Discussion Boards	7	4	28
STRATEGIC PLAN ASSIGNMENTS:			
Part 1 and 2	2	12	24
Critique of Part 1, 2, & Final Strategic Plan	Part 1 – 2x Part 2 – 2x Final SP – 1x	4 4 4	20
Final Strategic Pan	1	28	28
Total			100

Assignment Overviews:

Detailed instructions for each assignment will be provided in WebCampus in the Assignments document.

Note: Each week, you must read all assigned readings (text and articles) and PowerPoints.

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.

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.

Course Schedule:

Week of	Topics & Assignments (due by midnight)	Readings
Module 1	Introduction to Health Care Strategy EMHA Competencies	See Assignment and Rubric documents for details. 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) B1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes). B2. Interpersonal Skills. Build collaborative relationships; create, participate in, and lead teams; Influence skills and Political Skills necessary to avoid dysfunction.) C1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values) D3. Problem Solving and Decision Making (Formulate questions and apply models to address issues and problems with stakeholder input.)
WEEK 0 8/23/2017	Immersion Week Course Introduction & Intro to Strategy Vision, Execution and Innovation	Please review the syllabus and this article prior to meeting: Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i> , Nov.-Dec, 61-78. (located in the Let's Get Started tab on WebCampus).
WEEK 1 08/28/2017		<input type="checkbox"/> Text: Chapter 1 – Introduction to Business Strategy Chapter 2 –Team Techniques for Strategy Development <input type="checkbox"/> Resources: Week 1 PowerPoint Collins, J.C., & J. Porras. (1996). Building your company's vision. <i>Harvard Business Review</i> , Sep-Oct, 65-77. Valentine, S. & Fleishman, G. (2008). Ethics programs, perceived corporate social responsibility and job satisfaction. <i>Journal of Business Ethics</i> , 77(2), 159-172. Dyer, J.H., Gregerson, H.B. & Christensen, C.M. (2009). The innovator's DNA. <i>Harvard Business Review</i> , 61-67. https://hbr.org/2009/12/the-innovators-dna

		<p>Martin, R. L. (2016). Strategy and Execution are the Same Thing. <i>Harvard Business Review</i> https://hbr.org/2016/01/strategy-and-execution-are-the-same-thing</p> <p><input type="checkbox"/>Videos: What healthcare will look like in 2020: TED Talk https://www.youtube.com/watch?v=esugL07XANg Difference between Vision and Mission https://www.youtube.com/watch?v=b2MyaR0gMo0</p>
WEEK 2 09/04/2017	Competitive Analysis and Mission Statements/Core Values	<p><input type="checkbox"/>Text: Chapter 3: Research and Competitive Analysis Chapter 4: Corporate Mission</p> <p><input type="checkbox"/>Resources: Week 2 PowerPoint Azaddin, S.K. (2012). Mission, purpose and ambition: Redefining the mission statement. <i>Journal of Strategy and Management</i>, 14(4), 237-247. Sattari, S. (2011). How readable are mission statements? An exploratory study. <i>Corporate Communications</i>, 16(4), 282-292.</p> <p><input type="checkbox"/>Videos: TED Talk: Atul Gawande: How do we heal medicine? https://www.ted.com/talks/atul_gawande_how_do_we_heal_medicine What's the Difference Between Mission and Vision? https://www.youtube.com/watch?v=b2MyaR0gMo0 The Benefits of Core Values https://www.youtube.com/watch?v=XB0hkNmcFxU</p>
9/6/2017	#1 DB Post	<input type="checkbox"/> Initial Post
9/10/2017	#1 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
WEEK 3 09/11/2017	Strategic Industry Map and Five Forces	<p><input type="checkbox"/>Text: Chapter 5: Strategic Industry Map Chapter 6: Five Forces in an Industry</p> <p><input type="checkbox"/>Resources: Week 3 PowerPoint Niemiec. A. (2016). Strategic map for hospital management: Perspectives and priorities. <i>Economics and Sociology</i>, 9(3), 63-75. Porter, M.E. (2008). The five competitive forces that shape strategy. <i>Harvard Business Review</i>, January, 78-93.</p>
WEEK 4 09/18/2017	Pest Analysis,	<input type="checkbox"/> Text: Chapter 7: PEST Analysis of the Environment

	Competitive Benchmarking and Blue Ocean Strategy	<p>Chapter 8: Competitive Benchmark Analysis</p> <p><input type="checkbox"/>Resources: Week 4 PowerPoint Kim, W.C. & Mauborgne, R. (2004). Blue ocean strategy. <i>Harvard Business Review</i>, October, 76-84. Sheehan, N.T. & Ganesh, V. (2009). Using a value creation compass to discover 'blue oceans'. <i>Strategy and Leadership</i>, 37(2), 13-20.</p> <p><input type="checkbox"/>Videos: Environmental Scanning, what is it and how to do it: https://www.youtube.com/watch?v=q8hrsYHEXJo What is Environmental Scanning? What does Environmental Scanning mean? https://www.youtube.com/watch?v=BVPag58dcY Shell Energy Scenarios 2050: https://www.youtube.com/watch?v=jQ2uIPeiEYQ&list=PL368827CDB2A3B871 Blue Ocean Strategy, Create New Markets and Leave the Competition Behind Renée Mauborgne WOBI: https://www.youtube.com/watch?v=clp-1MpuwaQ</p>
9/20/1017	#2 DB Post	<input type="checkbox"/> Initial Post
9/24/2017	#2 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
Module 2	Analyses and Models Used in Strategic Planning	See Assignment and Rubric documents for details.
	EMHA Competencies	<p>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)</p> <p>B1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes).</p> <p>B2. Interpersonal Skills. Build collaborative relationships; create, participate in, and lead teams; Influence skills and Political Skills necessary to avoid dysfunction.)</p> <p>C1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values)</p> <p>C4. Assess individual/peers' strengths and weaknesses (complete self-assessment each semester; evaluate course/project performance; evaluate personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly).</p>

		C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully manage in uncertain environments through effective Decision Making. D3. Problem Solving and Decision Making (Formulate questions and apply models to address issues and problems with stakeholder input.)
WEEK 5 09/25/2017	External Analysis and Evaluation	<input type="checkbox"/> Text: Chapter 9: SWOT: External Opportunities and Threat Chapter 10: External Factor Evaluation <input type="checkbox"/> Resources: Week 5 PowerPoint Helms, M.M. & Nixon, J. (2010). Exploring SWOT analysis – where are we now? A review of academic research from the last decade. <i>Journal of Strategy and Management</i> , 3(3), 215-251. Helms, M.M., Moore, R. & Mohammed, A. (2008). Information technology (IT) and the healthcare industry: A SWOT analysis. <i>International Journal of Healthcare Information Systems and Informatics</i> , 3(1), 75-92. <input type="checkbox"/> Video: The Five Competitive Forces That Shape Strategy (Michael Porter Interview – Harvard Business Publishing) https://www.youtube.com/watch?v=mYF2_FBCvXw
10/1/2017	Part 1 due	<input type="checkbox"/> Submit via Assignment Tab and post a copy on the Discussion Board for your peers to critique
WEEK 6 10/2/2017	Financial Ratio Analysis, BCG Matrix, Balanced Scorecard	<input type="checkbox"/> Text: Chapters Chapter 11: Financial Statement Ratio Analysis Chapter 12: Boston Consulting Group Matrix <input type="checkbox"/> Resources: Week 6 PowerPoint Kaplan, R.S. & Norton, D.P. (2016). Linking the balanced scorecard to strategy. <i>California Management Review</i> , 39(1), 53-79. Conner, B. (2016). Healthcare not-for-profits: FASB exposure draft highlights flexibility in financial statement presentation. <i>Healthcare Financial Management</i> , 7(3), 34-37.
10/4/2017	#3 DB Post	<input type="checkbox"/> Initial Post
10/08/2017	#3 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
10/08/2017	Part 1 Critique due	<input type="checkbox"/> Critiques are due for 2 of your classmate's Part 1 assignments
WEEK 7 10/9/2017	GE Model and McKinsey's 7S	<input type="checkbox"/> Text: Chapters Chapter 13: General Electric Matrix

	Model	<p>Chapter 14: McKinsey 7S Model</p> <p><input type="checkbox"/>Resources: Week 7 PowerPoint Burns, D.J. (2014). Succeeding at new businesses: A matrix to measure flexibility. <i>The Journal of Business Strategy</i>, 35(5), 23-30. GE Mckinsey Matrix. Strategic Management Insight (2014). Retrieved from: https://www.strategicmanagementinsight.com/tools/ge-mckinsey-matrix.html</p> <p><input type="checkbox"/>Video: McKinsey 7S Model https://www.youtube.com/watch?v=mkLzsuahSAY</p>
WEEK 8 10/16/2017	Life Cycle Analysis, Organizational Culture and Leading Change	<p><input type="checkbox"/>Text: Chapters Chapter 15: Life Cycle Analysis Chapter 16: Organizational Culture Analysis</p> <p><input type="checkbox"/>Resources: Week 8 PowerPoint Editor's Notebook: Does culture eat strategy? (2008). <i>The Journal for Quality and Participation</i>, 31(2), 3. Kotter, John. (1995). Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, March-April, 96-103.</p> <p><input type="checkbox"/>Videos: Ted Talk: Jim Hemerling: 5 Ways to Lead in an Era of constant change: https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change</p>
10/18/2017	#4 DB Post	<input type="checkbox"/> Initial Post
10/22/2017	#4 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
WEEK 9 10/23/2017	Internal Analysis, Internal Factor Analysis, Value Chain and Three Circle Analysis	<p><input type="checkbox"/>Text: Chapters Chapter 17: SWOT: Internal Strengths and Weaknesses Chapter 18: Internal Factor Evaluation</p> <p><input type="checkbox"/>Resources: Week 9 PowerPoint Gertner, M. I. (2013). The value chain and value creation. <i>Advances in Management</i>. 6(10), 1-4. Urbany, J.E. & Davis, J.H. (2007). Strategic insight in three circles. <i>Harvard Business Review</i>, Nov. 28-30.</p> <p><input type="checkbox"/>Videos:</p>

		<p>Value Chain: http://economictimes.indiatimes.com/definition/value-chain Internal Factor Evaluation: https://www.youtube.com/watch?v=QymM8EN0z_8 Three Circles Analysis: https://www.youtube.com/watch?v=LmvNMMuVIGBQ</p>
Module 3	<p>Internal-External Analysis and Strategy Selection</p> <p>EMHA Competencies</p>	<p>See Assignment and Rubric documents for details.</p> <p>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) B1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes). B2. Interpersonal Skills. Build collaborative relationships; create, participate in, and lead teams; Influence skills and Political Skills necessary to avoid dysfunction.) C1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values) C4. Assess individual/peers' strengths and weaknesses (complete self-assessment each semester; evaluate course/project performance; evaluate personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly). C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully manage in uncertain environments through effective Decision Making. D3. Problem Solving and Decision Making (Formulate questions and apply models to address issues and problems with stakeholder input.)</p>
WEEK 10 10/30/2017	Internal-External Matrix	<p><input type="checkbox"/>Text: Chapters Chapter 19: Internal-External Matrix</p> <p><input type="checkbox"/>Resources: Week 10 PowerPoint Capps, C.J., III, & Cassidy, C.M. (2016). Expanding the competitive profile matrix (CPM): Introducing the financial competitive profile matrix (FCPM). <i>Academy of Strategic Management Journal</i>, 15(2), 9-14. Scattenkirk, D. (2012). Building sustainable internal capacity for quality within a healthcare environment. <i>The TQM Journal</i>, 24(4), 374-382.</p>

		Internal/External factor analysis explanation https://www.strategicmanagementinsight.com/tools/ife-efe-matrix.html
11/1/2017	#5 DB Post	<input type="checkbox"/> Initial Post
11/05/2017	#5 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
WEEK 11 11/06/2017	Grand Strategy Matrix	<input type="checkbox"/> Text: Chapters Chapter 20: Grand Strategy Matrix <input type="checkbox"/> Resources: Week 11 PowerPoint Parnell, J.A. (2010). Strategic clarity, business strategy and performance. <i>Journal of Strategy and Management</i> , 3(4), 304-324. Pearce, J.A. III. (1982). Selecting among alternative grand strategies. <i>California Management Review</i> , 24(3), 23-32. <input type="checkbox"/> Video: Grand Strategy Matrix: https://www.youtube.com/watch?v=fYWHaOjWnN8
11/06/2017	Part 2 due	<input type="checkbox"/> Submit via Assignment Tab and post a copy on the Discussion Board for your peers to critique
Module 4	Strategic Fit and Financial Analysis EMHA Competencies	See Assignment and Rubric documents for details. 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) B1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes). B2. Interpersonal Skills. Build collaborative relationships; create, participate in, and lead teams; Influence skills and Political Skills necessary to avoid dysfunction.) C1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values) C4. Assess individual/peers' strengths and weaknesses (complete self-assessment each semester; evaluate course/project performance; evaluate personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly). C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully manage in uncertain environments through effective Decision Making.

		D3. Problem Solving and Decision Making (Formulate questions and apply models to address issues and problems with stakeholder input.)
WEEK 12 11/13/2017	Space Matrix	<input type="checkbox"/> Text: Chapters Chapter 21: Space Matrix <input type="checkbox"/> Resources: Week 12 PowerPoint SPACE matrix of Coca Cola. MBA Lectures, Nov. 16, 2010. Retrieved from http://mba-lectures.com/management/strategic-management/1102/space-matrix-of-coca-cola-company.html <input type="checkbox"/> Videos: Space Matrix: https://www.youtube.com/watch?v=sP2vpJP6EmE
11/15/2016	#6 DB Post	<input type="checkbox"/> Initial Post
11/19/2016	#6 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
11/19/2017	Part 2 Critique due	<input type="checkbox"/> Critiques are due for 2 of your classmate's Part 2 assignments
WEEK 13 11/20/2017	Generic Strategies, Ansoff Matrix and TOWS	<input type="checkbox"/> Text: Chapters Chapter 22: Generic Strategies Chapter 23: Ansoff Matrix Chapter 24: TOWS Strategy Development <input type="checkbox"/> Resources: Week 13 PowerPoint Eonsoo, K., Nam, D., & Stimpert, J.L. (2004). The applicability of Porter's generic strategies in the digital age: Assumptions, conjectures, and suggestions. <i>Journal of Management</i> , 30(5), 569-588. Obasi, A., Allen, R.S., Helms, M.M. & Spralles, S.A, III. (2006). Critical tactics for implementing Porter's generic strategies. <i>Journal of Business Strategy</i> , 27(1), 43-53. <input type="checkbox"/> Videos: TOWS Matrix: https://www.youtube.com/watch?v=RBmRhx7ZQZw Ansoff Matrix: https://www.youtube.com/watch?v=4dKliWrCywM Porter's Generic Strategies: https://www.youtube.com/watch?v=HiBRviA3lnI
WEEK 14 11/27/2017	Strategic Fit and Quantitative Strategic Planning	<input type="checkbox"/> Text: Chapters Chapter 25: Strategic Fit and the Quantitative Strategic Planning Matrix.

		<input type="checkbox"/> Resources: Week 14 PowerPoint Agnihotri, A. (2013). How much is strategic fit important? <i>Business Strategy Series</i> , 14(4), 99-105. Coull, A. (2004). Preparing for uncertainty. <i>Contact</i> , 46(9), 100-101.
11/29/2017	#7 DB Post	<input type="checkbox"/> Initial Post
12/3/2017	#7 DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
WEEK 15 12/4/2017	Financial Assessment, Risk, and Execution	<input type="checkbox"/> Text: Chapters Chapter 26: Financial Fit Assessment and Projection <input type="checkbox"/> Resources: Week 15 PowerPoint Cooper, T. & Faseruk, A. (2011). Strategic risk, risk perception and risk behavior: MetaAnalysis. <i>Journal of Financial Management & Analysis</i> , 24(2). 20-29. Sull, D., Holmes R. & Stull C. (2015). Why strategy execution unravels and what to do about it. <i>Harvard Business Review</i> , 58-66. Focus on your final strategic plan preparation.
12/10/2017	Draft of Final Strategic Plan due	<input type="checkbox"/> Post to Discussion Board
WEEK 16 12/12/2017	Preparing the Final Strategic Plan	<input type="checkbox"/> Resources: Week 16 PowerPoint <input type="checkbox"/> Critique is due for 1 of your classmate's Final Strategic Plan.
12/14/2017	Final Strategic Plan due	<input type="checkbox"/> Submit via Assignment Tab

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 UNLV's School of Community Health Sciences

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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
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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](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 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/>.