I. Instructor Information
Neeraj Bhandari, PhD, Assistant Professor
Office: BHS 337
Telephone: 7028954405; Fax: 7028955184
Email: Use web campus course messages

II. Course Information
A. Description:
This course provides students an overview of the U.S. healthcare system including the programs, providers and payment systems. It also addresses key issues in health care services today. It provides a thorough survey of the policies and structures of the U.S. health care system, a historical analysis of the development of the current system, and the organization and administration of health care services today and for the future. Students will examine the health care system in terms of equity, appropriateness and effectiveness of the way health care services are delivered and how we pay for them.
Three credit hours.

B. Core or Elective: Core (MHA, MPH)

C. Meeting times: Tuesday 5.30-8.15 PM

D. Curriculum Integration: This course provides students the foundation needed for understanding health care administration and public health components.

III. Course Objectives:
A. Upon completion of the course, it is expected that students will be able to:

1. Explain how health care policies are formed, from ideas to implementation and the activities in between at federal, state and local levels of government.
2. Be able to explain the barriers to health care access: differentiate among the availability, accessibility and acceptability of health care among diverse populations.
3. Describe the spectrum of the health care delivery system including organizations and the workforce.
4. Describe the various organizational and ownership structures of the health care delivery system.
5. Describe payment systems for health care: be able to discuss the different payers for health care services, how services are charged, and how health payment systems function.
6. Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries.
7. Address the role of technology on health care and its influence on treatment, cost and quality.
8. Explain health care quality in terms of performance, delivery, measurement and assessment.
9. Relate the role of ethics in health care delivery including the implementation of health
care delivery and policies that test the role of ethics in health care for health care professionals and individuals.
10. Be able to develop and defend policies to improve the health care delivery system.
### IV. Course Objectives and Learning Competencies

#### A. MHA Learning Competencies and Assessment

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>MHA Competencies</th>
<th>Teaching and Learning Methods</th>
</tr>
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<tbody>
<tr>
<td>1. Explain how health care policies are formed from ideas to implementation and the activities in between at federal, state and local levels of government.</td>
<td>MHA A.2 - Standards &amp; Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization) &lt;br&gt; MHA D.14 - Health policy formulation, implementation and evaluation (Identify policy issues and key stakeholders; design and evaluate policy strategies)</td>
<td>Lower level: Readings, lectures, exams, online and in-class discussions &lt;br&gt; Advanced level: Group debate presentations; Policy presentation</td>
</tr>
<tr>
<td>2. Explain barriers to health care access: differentiate among the availability, accessibility and acceptability of health care among diverse populations.</td>
<td>MHA A.3 – Populations health and status assessment (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)</td>
<td>Lower level: Readings, lectures exams &lt;br&gt; Advanced level: Group debate, Policy presentation simulation</td>
</tr>
<tr>
<td>3. Describe the spectrum of the health care delivery system including organizations and the workforce.</td>
<td>MHA A. 1. - Health care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care) &lt;br&gt; MHA D. 15 - Human Resources (Apply methods and techniques related to the management of health care organization employees and professional staff.)</td>
<td>Lower level: Readings, lectures, exams, online and in-class discussions &lt;br&gt; Advanced level: Group debate presentations</td>
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<td>Description</td>
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| 4. | Describe the various organizational and ownership structures of the health care delivery system. | MHA D.2 Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign health care organizations) | Lower level: Readings, lectures, exams, online and in-class discussions  
Advanced level: Group debates |
| 5. | Describe payment systems for health care: be able to discuss the different payers for health care services, how services are charged, and how health payment systems function. | MHA A. 5 – Health care payment system (develop a strong understanding of the reimbursement process for health care in the United States including the private and public sector payers). MHA A.5 | Lower level: Readings, lectures, exams, online and in-class discussions  
Advanced level: Case study presentation, Team debate presentations, policy presentation simulation |
| 6. | Address the role of technology on health care and its influence on treatment, cost and quality. | MHA D.7 – Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication) | Lower level: Readings, lectures, exams  
Advanced level: Team debate presentations, policy presentation simulation |
| 7. | Be able to compare and contrast the unique characteristics of the U.S. health care system with health care systems in other countries. | MHA A. 1. - Health care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care) | Lower level: Readings, lectures, exams  
Advanced level: Team debate presentations, policy presentation simulation |
| 8. | Explain health care quality in terms of performance, delivery, measurement and assessment. | MHA B.12 – Quality Improvement/Performance Improvement (Define and assess quality and performance) | Lower level: Readings, lectures, exams  
Advanced level: Group debate; policy presentation simulation |
| 9. | Relate the role of ethics in health care delivery including the implementation of health care delivery and policies that test the | MHA D. 1. – Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors) | Lower level: Readings, lectures, exams, discussions  
Advanced level: Group debates |
<table>
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<tr>
<th>role of ethics in health care for health care professionals and individuals.</th>
<th>10. Be able to develop and defend policies to improve the health care delivery system.</th>
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<tr>
<td>MHA C.1 - Interpersonal Communication (Build collaborative relationships) MHA C.2 – Presentation Skills (Demonstrate effective oral communication and presentation skills) MHA C.3 –Working in Teams (Create, participate in, and lead teams) MHA C.4 – Writing Skills (Prepare effective written and business communications)</td>
<td>Advanced level: Group debate; policy presentation simulation; case studies</td>
</tr>
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</table>
B. MPH Competencies Covered in this Course

1) Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (MPH 05);
2) Assess population needs, assets and capacities that affect communities’ health (MPH 07);
3) Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (MPH 12);
4) Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (MPH 13);
5) Evaluate policies for their impact on public health and health equity (MPH 15);

V. Instructional Support

A. Reading assignments:
   • Additional readings are assigned to students throughout the course. For the most part, these readings will be available through web campus in a pdf file that you can upload or print. Please make sure that the article assigned to you is available.

B. Web-Campus Support Materials – This course includes web materials such as video lectures and health care videos. The video lectures are optional, but useful is you missed a class. In addition, in the event of faculty travel, relative videos will be substituted. Each learning module will include the following:
   • Slides used in lectures - it is recommended that you print these out before viewing lectures
   • Discussion topic for the articles assigned for class participation.
   • Learning Activities - these will be questions and terms that students should know related to the learning module. Keep in mind that there may be additional terms or questions that student may need to research on their own (reading material or added web sources). It is recommended that students research these terms and questions using presented material to prepare for exams.
   • Video lectures - select the corresponding lecture from a list of lectures in the module
   • Discussion for lectures - these discussions are optional; however, discussion links are provided for students to discuss the material and ask questions about lecture material. Students can also ask lecture questions via email, responses will be copied to all students for clarification.
   • Discussion forums with distinct threads will facilitate posting group and individual assignments such as debate arguments and rebuttals.
   • Exams.

C. Other support materials
   • Frontline videos
   • Films on Demand
D. Library Resources
Students may consult with a librarian on research needs. For this class, the subject librarian is Xan Goodman. (xan.goodman@unlv.edu)
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/.

E. Important Web Link Sources (select a link below to take you to the website)
Kaiser Family Foundation
Centers for Disease Control and Prevention
Centers for Medicare and Medicaid Services
AARP Public Policy Institute
National Library of Medicine
Rand (Health Division) Public Agenda
KFF State Health Facts

F. Useful Journals for Research

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<tr>
<th>Journals for Research</th>
<th>Journals for Research</th>
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<tbody>
<tr>
<td>Abstracts of Health Care Management Studies</td>
<td>Journal of Long Term Care Administration</td>
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<tr>
<td>Ambulatory Care</td>
<td>Journal of Public Health Policy</td>
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<tr>
<td>Ambulatory Care Management</td>
<td>Journal of Rural Health Medical Care</td>
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<tr>
<td>American Journal of Public Health</td>
<td>Medical Care Research and Review</td>
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<tr>
<td>Frontiers of Health Services Management</td>
<td>Milbank Memorial Fund Quarterly/Health and Society</td>
</tr>
<tr>
<td>Health Affairs</td>
<td>Public Health Reports</td>
</tr>
<tr>
<td>Health Care Management</td>
<td>International Journal of Health Services Inquiry: The Journal of Health Care Organization and Management</td>
</tr>
<tr>
<td>Health Care Management Review</td>
<td>Journal of Health and Human Resources Administration</td>
</tr>
<tr>
<td>Health Policy Quarterly</td>
<td>Journal of Health Politics, Policy, and Law</td>
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<td>Health Services Management Research</td>
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<td>Health Services Research</td>
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<tr>
<td>Journal of Medical Practice Management</td>
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VI. Grades and Grading
A. Grading scale

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>81-86</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
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*Note: Letter grades are used in assigning grades for class participation and presentations and corresponding numeric grades are entered in the grade book.
B. Grading components: See class schedule for due dates for all exams, debates, and other assignments.

1. Exams 30% (15% X 2 exams)
Students will be given two online exams. Exams will cover the material for the assigned learning sections. Each exam will be posted on the date listed in the class schedule and learning sections. Students will be notified of any changes in postings and due dates of exams via email. Exams will be developed from the reading assignments, any material presented during the lectures, student discussion questions and video. A list of questions and terminology for each lecture topic covered will be available through web campus. Students who miss an exam must provide a written physician’s note to be excused. Personal or family excuses will be considered on a case-by-case basis. Excused students are responsible to schedule a convenient time for their make-up exam. Students who fail to take the exam at the scheduled time without advanced instructor notice will be given a ‘0’ on that exam.

Once posted, the exam will be available for a period of days, but once an exam is opened, the clock is ticking and students are expected to complete the exam in the time given (typically three hours).

2. Debating Health Topics: 30% (15% X 2 debates)
The course instructor will assign debate teams to participate in two debates during the semester. Debate topics are listed in the class schedule (see VII class schedule). The number of students assigned to the debate teams will depend on the number of students enrolled in the class. Each team will take a “pro” (support the position) or a “con” (oppose the position) stance. Each student on the team must prepare a separate argument that will support or reject the debate statement (based on team assignment). Debate topic will focus on current events in the health care field.

Debate presenters must dress in proper business attire when arguing the debates. Debate teams will be assigned their topics from the list below. Each team member will present their argument, those in favor of the position going first and alternating until each member has presented. Following the presentation, the class will break as each group develops their rebuttal and closing statements with the opposition group going first. The students in the class will be given an opportunity to select the team that they believe made the best arguments.

Debate groups will also post their arguments and their rebuttals on web campus discussion and the remainder of the class will participate in the discussion. This portion of discussion will count towards class participation. For extra credit, debate presenters may respond to individual student postings. Revision of rebuttal arguments will include presenter’s responses to online class participation.

Original Post:
Is the original post: a) supported by references from the text or reading assignments (please include the reference and page number), b) thought-provoking, original, i.e. introduces a new or original concept into the conversation versus a rewording of something already posted; and c) professionally written, e.g. good use of spelling, grammar. Other grading components: Grasp of the issue debated; oral presentation during debate; grasp of the issue.
Rebuttal Response Post to Peers:
Do the response posts add new ideas to the discussion?
Comments to your peer’s posting should not be limited to “I agree”, or “Great idea”. If you agree
or disagree with a posting, indicate why by supporting your statement with concepts from
readings or by bringing a related example or experience.

Rubric for Grading Debate (For Debaters, maximum grade is 100 points)
Grasp of the issue (10%):
Originality (15%)
Organization of presentation (10%)
Makes a compelling argument (15%)
Rebuttal to opponent (20%)
Rebuttal/response to class participation (10%)
Use of References in building arguments/rebuttals (10%)
Teamwork 10%

Each category will be evaluated based on the following measures: Needs Improvement (75%);
Competent (80%); Proficient (90%); Excellent (100%).

Excellent: Your arguments are well thought out and demonstrate critical thinking skills,
you address all aspects of the question, your response not only incorporates your own
personal knowledge and experiences but demonstrates the analytical ability to go beyond
the personal; your posts incorporates and cite the concepts and terms introduced in the
module, lecture notes and reading assignments as appropriate to substantiate your point
of view, your response is creative and original in that it introduces a new thought or idea
into the discussion. Finally, your responses to your fellow students posts are substantive
and thoughtful or thought provoking.

Competent: Your arguments demonstrate critical thinking skills, but are not especially
comprehensive or in-depth; responses do not introduce new or original ideas into the
discussion, but may elaborate on an existing topic. Responses to fellow student’s posts
are substantive and thoughtful.

Proficient: Your arguments basically relate to your own personal experiences or your
opinion without demonstrating the critical thinking skills or the analytical skills to
conceptualize in a global manner or to incorporate the concepts introduced in the module
lectures, chapters and reading assignments. Posts lack depth and detail. Responses to
fellow student's posts are not substantive or thought provoking.

Needs Improvement: Indicates serious deficiency in intellectual rigor and/or work ethic.

Class participation in debates: Each student is expected to post a discussion on at least one
debater’s posts on both sides of the issue. Participants should also have at least one reference
to support their comments.
3. Class participation 20%
Class participation will be based on participation in the debate discussions (those debates to which you were not assigned), classroom discussions, and any other discussion topics posted by the instructor. Students are required to post a well-thought out comment or criticism of each team’s original presentation. Each post should include at least one citation in support of your comment. Students should participate by the deadlines for full credit.

4. Health Policy Paper 20%. Identify a current policy or propose a new health care policy to improve the distribution of health care services. Consider a topic that covers one of the covered areas in the course. Try to limit paper to 2500 words. To understand what constitutes a policy topic go to: https://www.healthaffairs.org/healthpolicybriefs/archives.php. Note, since this is a health services and policy course, topics should relate to service delivery, financing, ethics or quality of care. Papers will be submitted online, but must follow APA formatting. Although no grading will be assigned to the posting of the topic, deductions to final grade will be made for each day late after the topic deadline.

Presentations will be made online, but must follow APA formatting.

Students use the following as a guideline:
- Overview of the policy change. (Explanation of the law change, e.g., using health care exchanges to increase access to care). 10%
- Advantages and disadvantages of the change. 10%
- Effects of the change on improving access to care and/or improving the cost of health care. 20%
- Implementation requirements. 10%
- Potential unintended consequences of the proposed change. 5%
- Type of policy proposed (legislative, regulatory, operational or policy modifications)? 10%
- Key interest groups or stakeholders affected by the change (for/against the policy). 10%
- Educated personal assessment of the effectiveness of the change. 5%
- Grammatical presentation. 5%
- 8 quality references, at least 5 of which must be peer review articles. 5%

Each category will be graded based on the following: Needs Improvement (75%); Competent (80%); Proficient (90%); Excellent (100%);

Topic should be well thought out and include at least two references: Present description of the topic and why this topic is an important health care topic. Include at least two references to support the topic.

NOTE: If you were writing this as a paper, it should not exceed 5 pages single space with double space between paragraphs, 10-point font minimum, 12-point font maximum, Ariel Font.

How to use the Class Schedule
The course schedule is divided into three learning sections. Students are expected to keep up with course work throughout the semester. All articles are available through Web Campus module outlines.
## VII Class Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1</strong></td>
<td>Overview to Understanding the U.S. Health Care System</td>
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</tr>
</tbody>
</table>

Brownlee, Shannon, J., Collucci 12 Ways Health Care Could Be Improved If the House Wanted to Hold More Than Symbolic Votes The Atlantic, July 2012

Shi and Singh Chapter 1-3  |


Shi and Singh Chapter 13  |

http://www.modernhealthcare.com/article/20120630/MAGAZINE/306309996


Read for debate:
http://healthaffairs.org/blog/2015/06/15/a-market-based-contingency-plan-for-king-v-burwell/

Video: Obama’s Deal
Watch the Frontline Video of the passage of the
| February 7 | Access to Care and at-risk populations | **Debate 1: ACA has fulfilled its promise of improving access to healthcare**  
**Group 1 supports the proposition**  
**Group 2 opposes the proposition**  
**Read:**  
Contrary to goals, ER visits rise under Obamacare  
Doctors, Hospitals Say 'No' to Obamacare Plans  
The federal health care law: What came true and what didn’t  
How Is Obamacare Working?  
https://www.cato.org/publications/commentary/how-obamacare-working-0  
Shi and Singh, Chap. 11 |
| February 14 | Comparative Systems in Health Care | **Debate 2: Should the ACA be expanded to cover undocumented workers in the united states?**  
**Group 3 supports the proposition**  
**Group 4 opposes the proposition** |
Readings:


California Moves Toward Extending Obamacare to Illegal Immigrants

So What Is the Fiscal and Economic Impact of
Immigration?
Read more at:

Videos:
Sick Around the World (also available on youtube.com) and Films on Demand through UNLV Library

For preparation for Exam 1, make sure to have watched the video:

Video: Obama’s Deal (see link above)
Watch the Frontline Video of the passage of the Affordable Care Act of 2010

Exam 1 posted on February 20 covering lectures 1-5 due by 11.59 PM Feb. 27 Monday

<table>
<thead>
<tr>
<th>Section 2</th>
<th>Health Care Providers</th>
</tr>
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<tbody>
<tr>
<td><strong>February 21</strong></td>
<td>Health Care Professionals</td>
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<tr>
<td></td>
<td>Physicians and ambulatory care</td>
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<tr>
<td></td>
<td>Nurses</td>
</tr>
<tr>
<td></td>
<td>Other healthcare professionals</td>
</tr>
<tr>
<td>Kuo, Y. F., Loresto, F. L., Rounds, L. R., &amp; Goodwin, J. S. (2013). States with the least restrictive regulations experienced the largest increase in patients seen by nurse practitioners. Health Affairs, 32(7), 1236-1243.</td>
<td></td>
</tr>
<tr>
<td>Shi and Singh, Chaps. 4, 7</td>
<td></td>
</tr>
</tbody>
</table>
Shi and Singh, Chap. 8 |
| March 7 | Long-term care: Nursing facilities, home health, rehabilitation facilities  
Health Care and the elderly  
View Long Term Care Tutorial?  
Shi and Singh, Chap. 10 |
| March 14 | Pharmaceutical Industry and HC Technology | Debate 3: The federal government should regulate the cost of pharmaceuticals.  
Group 2 supports the proposition  
Group 3 opposes the proposition  
<table>
<thead>
<tr>
<th>Section 3</th>
<th>Paying for Health Care</th>
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<tbody>
<tr>
<td><strong>March 21</strong></td>
<td>Private Health Insurance</td>
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Shi and Singh, Chap. 6 pp. 195-213


Old Drugs, New Prices [http://ldi.upenn.edu/old-drugs-new-prices](http://ldi.upenn.edu/old-drugs-new-prices)


View video: *Safe Hospital* (available on youtube.com)

Shi and Singh, Chap. 5
| March 28 | Medicare and Medicaid | Debate 4: Federal government should permanently increase Medicaid provider fees to Medicare provider fee levels to improve Medicaid enrollees access to providers  
Group 4 supports the proposition  
Group 1 opposes the proposition  
Readings:  
Maia Crawford and Tricia McGinnis, Medicaid Primary Care Rate Increase: Considerations Beyond 2014 (Hamilton, NJ: Center for Health Care Strategies, September 2014).  
Medicaid Primary Care Parity, Health Affairs Policy Brief  
Shi and Singh, Chap. 6 pp. 214-end of chapter |
| April 4 | Managing Patient Care  
- Managed Care  
- Accountable Care Organizations  
Emerging Medicaid Accountable Care Organizations: The Role of Managed Care. Kaiser Family Foundation Brief  
May 2012  
Shi and Singh Chap. 9 |

Exam 2 posted on April 17 covering lectures 6-12, due by 11.59 PM April 24 Monday  
April 10-15 Spring Break
<table>
<thead>
<tr>
<th>Section 4</th>
<th>Health And Healthcare Outcomes</th>
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<tbody>
<tr>
<td>April 18</td>
<td>Controlling Costs: Why and How to contain them</td>
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<tr>
<td></td>
<td>Porter, Michael (2010). What is Value in Health Care? NEJM. 363(26); pp. 2477-81</td>
</tr>
<tr>
<td>April 25</td>
<td>Quality of Care Issues in Health Care</td>
</tr>
<tr>
<td></td>
<td>Werner, Rachel M; Kolstad, Jonathan T; Stuart, Elizabeth A; Polsky, Daniel (2011) The Effect Of Pay-For-Performance In Hospitals: Lessons For Quality Improvement Health Affairs; 30, 4: 690-98</td>
</tr>
<tr>
<td></td>
<td>Shi and Singh, Chap. 9</td>
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<tr>
<td>May 2</td>
<td>Ethical Issues</td>
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<td>• Clinical Ethics</td>
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<td>• Management Ethics</td>
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<td></td>
<td>• Marketing Ethics</td>
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<td></td>
<td>Barrett, Pamela M, A Good Death: Changing the Script for End-of-Life Care. Frontiers of Health Services Management; Spring 2011; 27, 3; ABI/INFORM Global pg. 27</td>
</tr>
<tr>
<td></td>
<td>Henig, Robin. A right to die, the will to live. NY Times Magazine. July 21, 2013</td>
</tr>
<tr>
<td></td>
<td>View the video “The Right to Die” – your thoughts</td>
</tr>
<tr>
<td></td>
<td>Extra Credit</td>
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</tbody>
</table>

Health Policy Paper Due by May 10, 11.59 PM
ADDITIONAL COURSE INFORMATION

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.
**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](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of 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/](http://writingcenter.unlv.edu/).

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

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

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)