**DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY**
**Course Syllabus**
**HCA 720 – Information Systems in Health Services Management**

**Course Information:**

Understands the information technology needs of health services managers. Investigates the current status of management information system in health administration. Examines systems applications, systems analysis and design, and technology assessment strategies. Discusses strategic decision-making processes related to information technology in health care settings. Explores how healthcare organizations can use information technology to achieve better operational performance and strengthen their market position. Prepares students for the computer assisted management process of the future. 3 credit hours.

**MHA 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)
A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization)
B2. Interpersonal Communication and Working in Teams (Build collaborative relationships, create, participate in and lead teams)
C6. Planning and Implementing Change (Promote and manage change)
D7. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication)
D13. Planning and Managing Projects (Able to design, plan, implement and assess projects related to performance, structure and outcomes of health services)

For a complete list of MHA competencies, please see the [MHA website](MHA website).

**MPH Competency:**

MPH/HCA 05. Use information technology to operationally improve performance, data security, and integrity, and deliver patient transparency in health care

This MPH competency will be covered throughout the entire course.

**Course Objectives:**

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

- Understand the major features of health care information and evolution
- Understand legal aspects of managing health information

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*Syllabus is tentative and is subject to change*                                                    1

- Identify and compare different clinical information systems
- Describe key elements of health information system acquisition
- Examine the implementation of health information systems
- Become familiar with classification and terminology of health information system standards and the process of developing the standards
- Explain concepts and process of security of health information systems
- Describe health IT functions and how to organizing IT staff and services in health care organizations
- Incorporate IT development into strategic planning process in health care organizations
- Elaborate IT governance and management in health care organizations
- Specify how to make IT help add and realize value of health care organizations

| Domain | Competency | Level | Course Objective(s) | Teaching Method | Assessment Method |
|--------|-----------|-------|---------------------|-----------------|-------------------|
| Knowledge of Health Care Environment | 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) | Novice | • Understand the major features of health care information and evolution<br>• Become familiar with classification and terminology of health information system standards and the process of developing the standards | Reading, lecture, discussion | Quizzes, discussion board |
| Knowledge of Health Care Environment | A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to health care organization) | Novice | • Understand legal aspects of managing health information<br>• Explain concepts and process of security of health information systems | Reading, lecture, discussion, case study group activity | Quizzes, discussion board, Wiki |
| Communication and Relationship Skills | B2. Interpersonal Communication and Working in Teams (Build collaborative relationships, create, participate in and lead teams) | Intermediate | N/A | Group activity, comprehensive interview | Wiki, group report, group presentation, peer evaluation |
| Leadership, Professionalism, and Ethics | C6. Planning and Implementing Change (Promote and manage change) | Novice | • Describe health IT functions and how to organizing IT staff and services in health care organizations<br>• Incorporate IT development into strategic planning process in health care organizations | Reading, lecture, discussion, case study group activity | Quizzes, discussion board, Wiki, group report, group presentation, comprehensive interview |

| | | | • Specify how to make IT help add and realize value of health care organizations | | |
|---|---|---|---|---|---|
| Business Knowledge and Skills | D7. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication) | Intermediate | • Identify and compare different clinical information systems<br>• Describe key elements of health information system acquisition<br>• Examine the implementation of health information systems<br>• Describe health IT functions and how to organizing IT staff and services in health care organizations<br>• Incorporate IT development into strategic planning process in health care organizations<br>• Elaborate IT governance and management in health care organizations<br>• Specify how to make IT help add and realize value of health care organizations | Reading, lecture, discussion, critique, case study group activity | Quizzes, discussion board, Wiki, group report, group presentation, comprehensive interview |
| Business Knowledge and Skills | D13. Planning and Managing Projects (Able to design, plan, implement and assess projects related to performance, structure and outcomes of health services) | Intermediate | • Examine the implementation of health information systems<br> • Describe health IT functions and how to organizing IT staff and services in health care organizations<br>• Incorporate IT development into strategic planning process in health care organizations | Reading, lecture, discussion, case study group activity | Quizzes, discussion board, Wiki, group report, group presentation, comprehensive interview |

**Required Text:**

- Karen Wager, Frances Wickham Lee, and John Glaser, Health Care Information Systems: A Practical Approach for Health Care Management, 3rd Edition. ISBN 978-1-118-17353-4 (paperback), 978-1-118-41936-6 (ePDF), 978-1-118-42093-5 (ePub). Jossey-Bass / Wiley, 2013.
- Additional readings, videos, etc. are assigned to students throughout the course. Access will be provided to these resources via WebCampus.

**Course Organization:**

The course is organized primarily based on the Health Information Management Systems Technology and Analysis (HIMSTA), developed by AUPHA in partnership with CAHME. It consists of 8 domains and 14 modules. I further group them into 4 parts.

Part I: Information Management and Strategy

  Domain 1: Information Management

- Module 1A: Introduction
- Module 1B: Data and Information

  Domain 2: Strategy and Planning

- Module 2A: Strategy formulation

Part II: Organization and IT System

  Domain 3: Assessment, System Selection and Implementation
- Module 3A: Purpose, Adoption, and Use of Healthcare Information Systems
- Module 3B: Organizational Commitment
- Module 3C: Selection
- Module 3D: Implementation

Part III: Management and Assessment of IT Systems and Resources

  Domain 4: Management of Information Systems and Resources
- Module 4A: Change Management
- Module 4B: Management of the IS Function

  Domain 5: Assessing Emerging Technologies
- Module 5A: Innovative Uses of Technology

  Domain 6: Assessment of the Value of IT
- Module 6A: Assessment of the Impact of IS on the Organization

Part IV: Security and Standards

  Domain 7: Security and Privacy
- Module 7A: Security and Privacy

  Domain 8: Systems and Standards
- Module 8A: Information Systems
- Module 8B: Standards

**Requirements**:

Each person is expected to complete all the following requirements of the course:
1. Read the assigned textbook chapters and other supplemental course materials
2. View the on-line presentations (14 modules in 4 parts)
3. Participate in discussion postings on assigned materials
4. Complete individual assignments
5. Complete 4 quizzes
6. Participate in group activities
7. Complete a comprehensive HIT interview
8. Complete peer evaluations
9. Write a course reflection paper

**Grading Components:**

See course schedule for due dates for all assessments and other assignments.
Total Points available for the course: 800 pts.

| Item | Number of Units | Points per Unit | Total |
|---|---|---|---|
| Discussion | 5 | 20 | 100 |
| Individual assignments* | 3 | 30 | 90 |
| Group activities | 4 | 1 @ 80 pts; 3 @ 40 pts | 200 |
| Quizzes | 4 | 1 @ 60 pts; 3 @ 50 pts | 210 |
| Reflection paper | 1 | 40 | 40 |
| Peer evaluation | 2 | 15 | 30 |
| CIO comprehensive interview | 1 | 130 | 130 |
| **Total Points** | | | **800** |

* Doctoral student will do a theory and literature review based paper to replace the Individual Assignments.

**Grading Scale:**

| Points (% of Total Points) | Letter |
|---|---|
| >= 93.0% | A |
| 90.0-92.9% | A- |
| 87.0-89.9% | B+ |
| 83.0-86.9% | B |
| 80.0-82.9% | B- |
| 65.0-79.9% | C |
| <65.0% | F |

**Assignment Overviews:**

Detailed instructions for each assignment will be provided in WebCampus. An overview of each is provided below. Assignments completed for this course may be used as evidence of student learning

in assessment and accreditation reports. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for assessment or accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

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

## Individual Work

**Quizzes (210 total):** There are 4 quizzes, 1 by end of the each of the four parts. Exams are primarily based on the main text (WLG). The exams are open book. The exams will be approximately 45 – 90 minutes. You are to take the exams in one sitting and you will only have one attempt. Each exam is 15 - 30 questions to include T/F and Multiple Choice. As with other courses in the MHA program, quizzes will be open for seven days prior to the due date listed on your course schedule.

**Discussion Boards (100 total):** 300-500 words; no APA required, but spelling and grammar will be checked. At least one class reference and three external references should be utilized.  Post your initial personal posting by posted deadline. Comment on the post of at least one fellow student by posted deadline. If you fail to respond you will lose partial points awarded for that discussion question. Discussion threads will have a deadline. See Grading Rubric below for grading criteria. Points per discussion: 15 for initial post plus 5 for response to a peer

**Individual Assignments (90 total):** Each student is responsible for completion of 3 individual assignments by due dates provided by instructor. Individual assignments may include such types as case analysis, assay, summary, critique, and calculation exercise. Please answer the questions that will be presented for each case. The case analysis should be analyzed using the case materials, information presented class, and any supplemental sources. See Grading Rubric below for grading criteria.

**Reflection Paper (40 total):** This is to be a 2-3 page paper, 12-point font, double-spaced, describing the primary lessons you learned from the course and written in your own words. The paper can address the following but not limited to areas/questions (Please note this is your paper and these questions are not mandatory. You have freedom to think.)

- What have you learned about yourself in this class? List and discuss what you perceive as your strengths and weakness. How will you address your perceived weaknesses?
- Describe specific examples of how you have or might apply concepts and principles addressed in this course in other areas. These examples can include many applications such as: in a job setting, extracurricular activities, family and social interaction, school committees or student activities, academic course work, church activities, or other interpersonal activities.
- How else will you employ the principles of information systems management you have learned in this course? How might you use what you have learned in future courses?
- Is there a subject in the course you would like to pursue further?

Furthermore, you will be given a survey about how well you have learned in regard to the competencies this course intends to cover. This is NOT the regular course evaluation. This activity is

new. It is for the MHA CAHME accreditation that focuses on competency-based education now. See Grading Rubric below for grading criteria.

## Group Work

**Group Activities excluding the comprehensive interview (200 total):** There are 4 group projects, 3 are case studies and 1 is a HIT specific topic group presentation. Students will be assigned to a group by the instructor. The size of the group is often 3 - 5. Group case studies use either the Wiki as the platform to develop the group responses or audio/video based PowerPoint presentations. Group presentation is based on the PowerPoint or other presentation format. You may want to keep evidence that all team members contributed to each of the group activities to help you conduct the peer evaluation (e.g. google docs). In general, all group members will get the same grade for a specific group activity. See Grading Rubric below for grading criteria. However, your grade may be adjusted based on your group participations and contributions, as well as results of the peer evaluation.

**Comprehensive Interview (130 total):** This comprehensive interview covers most of the main components being discussed in this course. It's a group activity. As a group, the students need to identify and interview a top executive (e.g., CIO, COO, CFO, or CEO) or a middle level manager (e.g., IT department director/head) at a local health care provider. The student may interview an executive in an IT company or a government officer if the interview is closed related to contents of this course. Specific instructions of the interview will be given by the instructor. See Grading Rubric below for grading criteria.

**Peer Evaluation (30 total):** Team members will evaluate each other at the conclusion of a group activity. Each student will evaluate each member of his or her team (not including themselves). In addition, each student will provide a 1-5 sentence constructive evaluation of each other student on the team. Evaluation forms will be given out about half-way through and near the end of the semester, respectively.  The ability to conduct objective evaluations and to provide sound feedback is an important management skill.  You will be asked to conduct formal peer evaluations on all members of your team.

## Grading Rubric:
All discussions, assignments, group case studies and presentations, and the comprehensive interview will be graded based on the following rubric. In addition, individual group member's contributions will be taken into account in the discretion of the instructor when group activities are graded.

| Criteria | Inadequate (≤ 70%) | Adequate (80-90%) | Competent (90 – 100%) |
|---|---|---|---|
| **Focus** | Little or no development of the topic for narrative and descriptive writing | Sufficient development of the topic for narrative and descriptive writing | Sophisticated development of the topic for narrative and descriptive writing |
| **Mechanics** | • Unclear or no focus<br>• No logical pattern; difficult to follow<br>• Serious & consistent errors - Impedes understanding / communication<br>• Rambling, inappropriate, incorrect, unclear | • Progression of ideas<br>• Evidence of a logical order<br>• Few errors - Needs some editing<br>• Appropriate, precise/concise, clear | • Clear progression of ideas<br>• Clear and logical order<br>• May have minor errors - Needs little or no editing<br>• Vivid, precise, concise, relevant |

| | • Distracting inconsistencies in grammar usage; Does not reference or cite work | • Mostly consistent grammar usage; Minor errors in APA usage | • Consistent grammar usage; appropriate APA citations and references |
|---|---|---|---|

**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.

**Group Grading:** Group members will evaluate each other at the mid-point and at the conclusion of the course. The student will evaluate each member of his or her groups (not including her/himself). The ability to conduct objective evaluations and to provide sound feedback is a crucial executive management skill. You will be asked to conduct peer evaluations on all members of your groups. The Peer Evaluation Form will be posted on WebCampus (week 7 and 16) and should be submitted as part of your Group Presentation Project. **Faculty at his sole discretion has the ability to adjust grades for all group activities based on overall peer feedback received.**

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

**Other UNLV Policies:** You are also responsible for reviewing and complying with the policies found within "Syllabi Appendix: General University Policies and Resources 2017-18", found on the University Policies webpage in the Executive Vice President and Provost Policies & Forms section http://www.unlv.edu/about/policies.

# HCA 720 Information Systems in Health Services Management Course Schedule

| Week of | Topics & Assignments (due by midnight) | Readings |
|---|---|---|
| **PART I** | **Information Management and Strategy**<br>**MHA & MPH Competencies** | **MHA A.1, A.2**<br>**MPH/HCA 05** |
| | | |
| **WEEK 1**<br>Start date<br>08/28/17 | Course Introduction and Preparation | ☐ Warm-up<br> • Personal introduction posting<br> • Review course syllabus & other materials |
| **WEEK 2**<br>Start date<br>09/03/17 | **Module 1A**:<br>Introduction to Healthcare Information | ☐ Text: Chapter 4 (WLG)<br>☐ Resources:<br> • Other readings are listed in the Learning Module |
| 09/07/17 | *Discussion #1* | ☐ Initial Post |
| 09/11/17 | *Discussion Board Reply* | ☐ Respond to another peer on their DB post |
| **WEEK 3**<br>09/10/17 | **Module 1B**:<br>Data and Information | ☐ Text: Chapters 1-3 (WLG)<br>☐ Resources:<br> • Other readings are listed in the Learning Module |
| 09/13/17 | *Discussion #2* | ☐ Initial Post |
| 09/17/17 | *Discussion Board Reply* | ☐ Respond to another peer on their DB post |
| **WEEK 4**<br>09/17/17 | **Module 2A**:<br>Strategy formulation | ☐ Text: Chapters 13-14 (WLG)<br>☐ Resources:<br> • Other readings are listed in the Learning Module |
| 09/24/17 | *Quiz 1* | |
| **PART II** | **Organization and IT System**<br>**MHA & MPH Competencies** | **MHA B.2, C.7, D.7**<br>**MPH/HCA 05** |
| **WEEK 5**<br>09/24/17 | **Module 3A**:<br>Purpose, Adoption, and Use of Healthcare Information Systems | ☐ Text: Chapter 5 (WLG)<br>☐ Resources:<br> • Other readings are listed in the Learning Module |
| 10/01/17 | *Group Activity #1: Case Study (PowerPoint audio or video) - Valley General Hospital)* | |
| **WEEK 6**<br>10/01/17 | **Module 3B**:<br>Organizational Commitment | ☐ Text: Chapter 14 (WLG) |

| | | ☐ Resources: |
|---|---|---|
| | |     • Other readings are listed in the Learning Module |
| 10/08/17 | *Group Activity #2: Case Study – SWOT Analysis. Build Wiki pages, 1 group 1 page* | |
| **WEEK 7**<br>10/08/17 | **Module 3C**:<br>Selection | ☐ Text: Chapter 7 (WLG)<br>☐ Resources:<br>    • Other readings are listed in the Learning Module |
| 10/15/17 | *Assignment #1: Case study (written) - Compare Two Venders* | |
| **WEEK 8**<br>10/15/17 | **Module 3D**: Implementation | ☐ Text: Chapter 8 (WLG)<br>☐ Resources:<br>    • Other readings are listed in the Learning Module |
| 10/22/17 | *Quiz 2* | |
| 10/22/17 | *Peer evaluation #1* | |
| **PART III** | **Management and Assessment of IT Systems and Resources**<br>**MHA & MPH Competencies** | **MHA B.2, C.7, D.7, D.13**<br>**MPH/HCA 05** |
| **WEEK 9**<br>10/22/17 | **Module 4A**:<br>Change Management | ☐ Text: Chapters 12&16 (WLG)<br>☐ Resources:<br>    • Other readings are listed in the Learning Module |
| 10/25/17 | *Discussion #3* | ☐ Initial Post |
| 10/29/17 | *Discussion Board Reply* | ☐ Respond to another peer on their DB post |
| **WEEK 10**<br>10/29/17 | **Module 4B**:<br>Management of the IS Function | ☐ Text: Chapter 15 (WLG)<br>☐ Resources:<br>    • Other readings are listed in the Learning Module |
| 11/01/17 | *Discussion #4: Individual Participating Debate posting* | ☐ Initial argument post |
| 11/05/17 | *Rebut peer's argument* | ☐ Rebut peer's argument post |
| **WEEK 11**<br>11/05/17 | **Module 5A**:<br>Innovative Uses of Technology | ☐ Text: Chapter 9 (WLG)<br>☐ Videos: Clayton Christensen's Interruptive Technology:<br>https://www.youtube.com/watch?v=rHdS_4GsKmg or<br>https://www.youtube.com/watch?v=rpkoCZ4vBSI |

| | | ☐ Resources: |
| --- | --- | --- |
| | | • Other readings are listed in the Learning Module |
| 11/12/17 | *Assignment #3: Video summary & critique* | |
| **WEEK 12** 11/12/17 | **Module 6A**: Assessment of the Impact of IS on the Organization | ☐ Text: Chapter 17 (WLG) ☐ Resources: • Other readings are listed in the Learning Module |
| 11/19/17 | *Quiz 3* | |
| **PART IV** | **Security and Standards** **MHA & MPH Competencies** | **MHA A.2, B.2, D.7** **MPH/HCA 05** |
| **WEEK 13** 11/19/17 | **Module 7A**: Security and Privacy | ☐ Text: Chapter 11 (WLG) ☐ Resources: • Other readings are listed in the Learning Module |
| 11/26/17 | *Group Activity #3: Case Study – Security and Privacy. Build Wiki pages, 1 group 1 page* | |
| **WEEK 14** 11/26/17 | **Module 8A**: Information Systems | ☐ Text: Chapters 5&6 ☐ Resources: • Other readings are listed in the Learning Module |
| 11/29/17 | *Discussion #5:* | ☐ Initial Post |
| 12/03/17 | *Discussion Board Reply* | ☐ Respond to another peer on their DB post |
| 12/03/17 | *Comprehensive Interview Report* | |
| **WEEK 15** 12/03/17 | **Module 8B**: Standards | ☐ Text: Chapter 10 (WLG) ☐ Resources: • Other readings are listed in the Learning Module |
| 12/10/17 | *Group Activity #4: Specific Topic PowerPoint Presentation (audio or video)* | |
| **WEEK 16** 12/10/17 | **Final Week** | ☐ No required readings for this week |
| 12/16/17 | *Reflection Paper and Competency Survey* | |
| 12/16/17 | *Quiz 4* | |

| 12/16/17 | *Peer evaluation #2* |
|---|---|
| | |

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

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

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

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

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

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

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

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

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

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

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.