



DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY

Course Syllabus

HCA 730 – Strategic Management of Health Services

Course Description: The overall goal of the course is to provide students with a framework for the development and application of strategic management theory and practice. Students will have an opportunity to develop a strategic plan for a health care organization. In addition, the course provides students an opportunity to integrate the knowledge and experience from previous courses and health care organizational settings into a broad theory of management. Class participants must demonstrate the ability to identify environmental threats and opportunities, expose organizational strengths and weaknesses, make well-thought-out decisions, create meaningful strategic plans, and formulate specific and realistic implementation tactics. Executive management perspective requires that class participants consider all of an organization's systems and their interrelationships. 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)
- B1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups)
- C4. Assess Individual Strengths and Weaknesses (Evaluate personal and professional values; participate in continuing education and lifelong learning)
- C3. Participate in and lead team activities that demonstrated collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively
- C4. Assess Individual Strengths and Weaknesses (Evaluate personal and professional values; participate in continuing education and lifelong learning)
- C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)
- D6. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence)
- D11. Marketing (Analysis and assessment of markets, market segmentation, strategy, change and innovation)

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

Course Objectives:

At the completion of the course, students are expected to gain the following MHA competencies through achieving the learning objectives listed below. Achievement of MHA competencies will be measured through the assessment method implemented throughout the course.

- Define and differentiate between strategic management, strategic thinking, strategic planning, and managing strategic momentum.
- Explain the necessity for both analytic and emergent models of strategic management.
- Describe how healthcare issues and trends, standards and regulations impact strategic management.
- Describe the various leadership roles involved in health services strategic management.
- Apply skills for designing and conducting strategic planning including situational assessments, SWOT analysis, strategy formulation and implementation, and strategic control.
- Explain marketing theories and principles in the context of service delivery strategies and how the principles of strategic management are applied in developing marketing plans.
- Apply the strategic management concepts to emergency/disaster preparedness planning.
- Demonstrate team skills and leadership skills within a strategic management project.

Course Objective	Competency	Level*	Teaching Method	Assessment Method
1. Define and differentiate between strategic management, strategic thinking, strategic planning, and managing strategic momentum.	MHA C.5 MPH 013 MPH-HCA 008	Lower	Readings; Lectures	Reflection Paper
2. Explain the necessity for both analytic and emergent models of strategic management.	MHA A.1	Lower	Readings; Lectures	Reflection Paper
3. Describe how health care issues and trends, standards and regulations impact strategic management.	MHA A.2	Lower	Readings; Lectures	Reflection Paper
4. Describe the various leadership roles involved in health services strategic management.	MHA C.4	Lower	Readings; Lectures	Group Strategic Planning Assignments; Reflection Paper
5. Apply skills for designing and conducting strategic	MHA D.6	Higher	Readings; Lectures	Reflection Paper

planning including situational assessments, SWOT analysis, strategy formulation and implementation, and strategic control				
6. Explain marketing theories and principles in the context of service delivery strategies and how the principles of strategic management are applied in developing marketing plans.	MHA D.11 MPH-HCA 006	Lower	Readings; Lectures	Reflection Paper; Final Strategic Plan Paper & Presentation
7. Apply the strategic management concepts to emergency/disaster preparedness planning.	MPH-HCA 003	Higher	Readings; Lectures	Reflection Paper
8. Demonstrate team skills and leadership skills within a strategic management project.	MHA B.1 HCA C.3 MHA C.4 MPH-HCA 010	Higher	Strategic Plan Presentation Critiques; Peer Evaluations	Final Strategic Plan Paper & Presentation
<p>*Lower Level Attainment – Knowledge. From an introductory perspective, the student will be exposed to basic concepts toward the competency to develop an understanding. Measurements for achieving the competency will include examinations, discussions and term papers.</p>				
<p>*Higher Level Attainment – Interpretation and application. Builds on their knowledge of the concept, where students apply their knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations. Students should be able to integrate knowledge and skills into a wide variety of situations, consistently and independently, demonstrating a command of the professional function in decision-making to the point of being able to teach others about the competency learned. Students can expect group projects, case studies, and real world projects such as internships and team projects with “real world” application.</p>				

Required Text:

- Text: Moseley, G. B. (2018). Managing health care business strategy (2nd ed.). Burlington, MA: Jones & Bartlett Learning
- Case Study – Harvard Business Publishing – This will cost \$4.25 to download the Case Study - Thrive or Revive? The Kaiser Permanente “Thrive” Marketing Programs. [Download here.](#)
- Empirical articles and videos located in each module (WebCampus)

Grading Scale:

Points	Letter Grade
1043 and higher	A+
1011 - 1042	A
968 – 1010	A-
936 – 967	B+
903 – 935	B
860 – 902	B-
828 – 859	C+
796 – 827	C
753 – 795	C-
721 – 752	D+
688 – 720	D
745 – 687	D-
686 or less	F

Grading Components:

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

Total Points available for the course: **1075 pts.**

Item	Number of Units	Points per Unit	Total
Group Strategic Planning Assignments	7	50	350
FEMA Training	1	100	100
Final Strategic Plan Paper	1	100	100
Final Strategic Plan Presentation	1	50	50
Strategic Plan Presentation Critiques	1	50	50
Peer Evaluations	1	50	50
Reflection Paper	1	50	50
Case Study	1	100	100
Attendance	15	15	225
TOTAL			1075

Assignment Overviews:

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

Individual Assignments

Case Study (100 Points): You will analyze the case study and respond to the five questions posed about the case. Your paper will be a minimum of 10 pages (minimum two pages per question). Double Spaced, 1 inch margins, 12 pt font. See detailed instructions in Webcampus.

Strategic Plan Critique (50 Points): You will submit a written critique of each groups' final strategic plan presentation. In your critique, you will incorporate the principles and theories learned in the course. Further details and instructions will be provided in Webcampus.

FEMA Certificate (100 Points): You will take the online FEMA ICS 100 course Introduction to the Incident Command System. Once you have passed the exam, you will print or save your certificate as a pdf and submit it to the instructor for credit.

Reflection Paper (50 Points): This is to be a 4-5-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 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 strategic 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?

Attendance and Participation (225 Points): Class and group participation is very important. Class attendance will be taken. Students will earn 15 points for each full class attendance and active participation. Students are allowed one excused absence for the semester with no loss of points. Partial class attendance (e.g., arriving late or leaving early at the break) will result in partial attendance points.

Team Evaluation Critique (50 Points): The ability to conduct objective evaluations and to provide sound feedback is a crucial executive management skill. You will be asked to conduct formal peer evaluations on all members of your team. At the end of the course, each student will evaluate each member of his or her team (not including themselves) and assign an overall grade to each team member of either “P” (pass) or “F” (fail) for performance on each assignment and for performance on the project overall. *If a student receives more “F’s” than “P’s” as an overall grade from the majority of his/’her team, the student will receive a full grade deduction on his/her individual grade for the assignment (e.g., if the group received a ‘B’ grade on the internal environmental assessment, the student receiving a Failing Performance on the team evaluation would receive a ‘C’ for that Assignment.* In addition, each student will provide a 1-2 sentence constructive evaluation of each student on the team.

Evaluation forms are posted in the “Assessments” section of Web Campus. You will complete one assessment form for each member of your team. You will not receive your project points until you have completed a peer assessment for each team member.

The criteria for the Team Peer Evaluation follow:

- This person worked cooperatively with the team to complete assigned tasks.
- This person did her/his fair share of the total workload.
- This person was reliable and met agreed-upon team deadlines.
- This person put forth efforts to be present at team meetings.
- This person demonstrated good leadership as team lead.
- This person’s presence was instrumental in helping the team achieve its goals.
- I would willingly work with this person on future projects.

Group Assignments

Strategic Plan (500 Points): The class will be randomly divided into teams of 3-4 members. Each group will develop and submit sub-assignments for each step in the strategic planning process culminating in a comprehensive strategic plan and presentation for an organization (as selected by the group). For each assignment, the group will present their work in a presentation to the class. This group project will allow you to practice applying the concepts of strategy management and its tools taught in the class. For each sub-assignment, a different member of the team will serve as team lead. This role will rotate for each assignment so that each member of the team serves as team lead. Detailed instructions, templates and helpful documents to assist in the development of a strategic plan will be provided in class and on WebCampus. Course content will assist you in the successful completion of this project. More details on the project will be available in WebCampus.

Group Strategic Plan Assignments (7 x 50 points) and Final Strategic Plan and Presentation:

- Organizational Profile/Presentation (50 points)
- External Environmental Analysis (50 points)
- Internal Environmental Analysis (50 points)
- Competitor and SWOT Analysis (50 points)
- Directional Strategies (Mission, Vision, Values) – (50 points)
- Organizational Strategies (Strategy Formulation) – (50 points)
- Organizational Strategy Control Measures (Monitor Strategy) – (50 points)
- Final Strategic Plan and Presentation - (150 points)

Additional Grading 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.

Withdrawal: Withdrawal from the course is possible through the date specified in this semester's catalog, **November 3, 2017**. Until then you may drop with no questions asked. After **November 3, 2017** a withdrawal is not permitted for any reason. Please review the requirements in the undergraduate and graduate catalogs. <https://www.unlv.edu/registrar/withdraw/before>

Missed Assignments: LATE AND MISSED ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RECEIVE A ZERO SCORE. Under certain circumstances, you may request to submit an assignment after the deadline (refer to UNLV policies below). If you believe you cannot meet the submission deadline for an assignment, you must contact the professor at least 24 hours **IN ADVANCE** of the assignment due date to make arrangements for submission. You may be required to provide documentation to validate your request.

Examples of documentation required for missed assignments are as follows. This list is not inclusive; additional documentation may be required for other circumstances.

- Death of immediate family member - death certificate of family member as defined per the Nevada Administrative Code NAC 284.5235 "Immediate family" means: parents, spouse, children, brothers, sisters, grandparents, great-grandparents, uncles, aunts, nephews, grandchildren, nieces, great-grandchildren, and stepparents.
- Medical - appropriate medical documentation on professional letterhead with dates of medical care
- Military orders- change of duty station pursuant to military orders
- Administrative – Notification from the Disability Resources Center stating that an accommodation is required due to the student's disability
- Other documentation appropriate to extenuating circumstances

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.

HCA XXX Course Schedule:

Week of	Topics & Assignments (due by midnight)	Assigned Readings
WEEK 1 8/30/17	Course Introduction Guest Lecturer	<p>Review of Syllabus; Course Introduction Complete Student Online First Day of Class Survey</p> <p><input type="checkbox"/> Lecture – Introduction to Strategic Management</p> <p><input type="checkbox"/> Text: Chapter 1 and Lecture Notes</p> <p><input type="checkbox"/> Resources: 1) Plagiarism 101; 2) APA Formatting and Style Guide; 3) Critical Thinking Website Pages (see Links in Module) 4) Video: How to Analyze a Case Study</p> <p>Porter, M. E. (1996). What is strategy? <i>Harvard Business Review</i>, 74(6), 61-78. Mintzberg & Waters (1985). Of Strategies Deliberate and Emergent. <i>Strategic Management Journal</i>, 6(3), 257-272 Mintzberg, H. (1994). The fall and rise of strategic planning. <i>Harvard business review</i>, 72(1), 107-114. Mankins, M. & Steele, R. (2006). Stop Making Plans; Start Making Decisions. <i>Harvard Business Review</i>, January.</p> <p><input type="checkbox"/> Videos: TED Institute: Martin Reeves – Your Strategy Needs a Strategy https://www.youtube.com/watch?v=YE_ETgaFVo8</p>
WEEK 2 9/6/17	External Environmental Assessment Guest Lecturer Class Discussion	<p><input type="checkbox"/> Lecture – External Environmental Assessment</p> <p><input type="checkbox"/> Text: Chapter 3 – Lecture Notes</p> <p><input type="checkbox"/> Resources: Zuckerman, A. (2006). Advancing the State of the Art in Healthcare Strategic Planning. <i>Frontiers of Health Services Management</i>, 23(2). Begun, J., Hamilton, J. & Kaissi, A. (2005). An Exploratory Study of Healthcare Strategic Planning in Two Metropolitan Areas. <i>Journal of Healthcare Management</i>; 50(4) Arbab Kash, B., Spaulding, A., Gamm, L.D., & Johnson, C.,E. (2014). Healthcare strategic management and the resource based view. <i>Journal of Strategy and Management</i>, 7(3), 251.</p> <p><input type="checkbox"/> Videos:</p>

		<p>TEDTalk: Philip Evans – How Data will Transform Business https://www.ted.com/talks/philip_evans_how_data_will_transfor_m_business</p> <p>How to Complete a SWOT Analysis - https://www.youtube.com/watch?v=0D2fT6obqdg</p>
WEEK 3 9/13/17	Service Area Competitor Analysis	<input type="checkbox"/> Text: Chapters 5, 21, and Lecture Notes <input type="checkbox"/> Videos: SWOT Analysis, PESTLE, Porter Five Forces, Ansoff Matrix & Competitive Advantage. https://www.youtube.com/watch?v=dswljde9B8Y The Five Competitive Forces That Shape Strategy https://www.youtube.com/watch?v=mYF2_FBCvXw
9/13/17	Organizational Profile Due	
WEEK 4 9/20/17	Internal Environmental Assessment	<input type="checkbox"/> Lecture – Internal Environmental Assessment <input type="checkbox"/> Text: Chapters 2, 19, and Lecture Notes Class Discussion
9/20/17	External Environmental Assessment Due	
WEEK 5 9/27/17	Directional Strategies	<input type="checkbox"/> Lecture – Directional Strategies <input type="checkbox"/> Text: Chapters 6, 11, and Lecture Notes <input type="checkbox"/> Resources: Zuckerman, A. (2000). Creating a vision for the twenty-first century health care organization. <i>Journal of Healthcare Management</i> ; 45(5). <input type="checkbox"/> Videos: How to Write a Mission Statement That Doesn't Suck https://www.youtube.com/watch?v=LJhG3HZ7b4o
9/27/17	Service Area Competitor Analysis/SWOT Analysis Due	
WEEK 6 Start date	Strategy Formulation and Strategic Options	<input type="checkbox"/> Lecture – Strategy Formulation <input type="checkbox"/> Text: Chapters 7, 12, and Lecture Notes Class Discussion <input type="checkbox"/> Resources:

		<p>Mintzberg, M. & Lampel, J. (2012). Reflecting on the Strategy Process. <i>Sloan Management Review</i> http://sloanreview.mit.edu/article/reflecting-on-the-strategy-process/</p> <p><input type="checkbox"/> Videos: Alternative Competitive Advantage - https://www.youtube.com/watch?v=QPu4v_Ae0Vc Competitive Strategy in 3 minutes - https://www.youtube.com/watch?v=b15cyZlay4k</p>
10/4/17	Internal Environmental Analysis/SWOT Analysis Due	
WEEK 7 10/11/17	Strategy Formulation and Strategic Options	<input type="checkbox"/> Lecture – Strategy Formulation <input type="checkbox"/> Text: Chapters 13, 14, and Lecture Notes Class Discussion <input type="checkbox"/> Videos: Strategy Formulation Using Generic Strategies https://www.youtube.com/watch?v=8DIIJxaaUGc Guest Speaker Create a BCG Matrix https://www.youtube.com/watch?v=vNoI3yOE-os
10/11/17	SWOT Analysis and Mission, Vision, Values	<input type="checkbox"/> Submit via WebCampus
WEEK 8 10/18/17	Strategy Implementation	<input type="checkbox"/> Lecture – Strategy Implementation <input type="checkbox"/> Text: Chapters 8, 9, and Lecture Notes Class Discussion <input type="checkbox"/> Resources: Aanstad & Jensen (2011). Building Nationwide Information Infrastructures in Healthcare through Modular Implementation Strategies. <i>Journal of Strategic Information Systems</i> , 20(2), 161-176. http://hadjarian.org/reghabati/1-s2.0-S0963868711000229-main.pdf
WEEK 9 10/25/17	Marketing and Adaptive Strategies	<input type="checkbox"/> Lecture – Marketing and Adaptive Strategies <input type="checkbox"/> Text: Chapter 4 and Lecture Notes <input type="checkbox"/> Resources: Hewitt, A. (2011). Aligning Social Media, Social Networking and Social Marketing: Engagement as the Key to Healthcare Marketing

WEEK 10 11/1/17	Marketing and Strategic Management	<input type="checkbox"/> Lecture – Marketing <input type="checkbox"/> Text: Chapter 16 and Lecture Notes Class Discussion <input type="checkbox"/> Resources: Aras, R. (2011). Social Marketing in Healthcare. <i>Australasian Medical Journal</i> , 4(8); 418-424.
11/1/17	<i>Organizational Strategies and BCG Matrix Due</i>	
WEEK 11 11/8/17	Monitoring Strategy	<input type="checkbox"/> Lecture – Strategic Control <input type="checkbox"/> Text: Chapters 10, 20 and Lecture Notes Class Discussion <input type="checkbox"/> Resources: Ginter, P., Swayne, L. & Duncan, W. (2002). Control of the strategy. Malden, MA: Blackwell Publishing Bisbe, J. & Barrubés, J. (2012). The balanced scorecard as a management tool for assessing and monitoring strategy implementation in health care organizations. <i>Revista Española de Cardiología (English Edition)</i> 65(10); 919927. http://www.revespcardiol.org/en/el-cuadro-mando-integralcomo/articulo/90155071/ <input type="checkbox"/> Videos: Strategy Maps 101: Why Measures in Perspectives Always Fails https://www.youtube.com/watch?v=9-e5CNR1tXI
WEEK 12 11/15/17	Emergency Preparedness Planning	<input type="checkbox"/> Lecture – Emergency Preparedness Planning <input type="checkbox"/> Text: Chapter 18; Preparedness Process. Scandinavian Journal of Public Health Class Discussion <input type="checkbox"/> Resources: Bogucki, S., Isakov, A. (2015), Patients Under Investigation for Ebola Virus Disease in the United States: Hospital Preparedness Planning and Alternate Care Facilities. <i>Academic Emergency Medicine</i> , 22, 600–604.
11/15/17	<i>FEMA Training Assignment Due</i>	FEMA Institute IS-100.HCB: Introduction to the Incident Command System (ICS 100) for Healthcare/Hospitals – Take exam and submit certificate via WebCampus https://training.fema.gov/is/courseoverview.aspx?code=IS-100.HCb
WEEK 13 11/22/17	Review	Final Exam Review

	Student Evaluations	
	<i>Organizational Strategic Control Measures Due & Reflection Paper Due</i>	
WEEK 14 11/29/17	<i>Strategic Planning Presentations Due, Strategic Plan Critiques Due, & Team Evaluation Critiques Due</i>	
WEEK 15 12/6/17	STUDY WEEK No Class	<input type="checkbox"/> Purchase Case Study: Thrive or Revive? The Kaiser Permanente “Thrive” Marketing Programs. http://cb.hbsp.harvard.edu/cbmp/access/45411678
WEEK 16 12/15/17	<i>Case Study Due</i>	<input type="checkbox"/> Submit via WebCampus

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](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/>.