

## Course Syllabus

### EOH 790 - Doctoral Seminar Spring 2018

**Textbook:** None assigned.

#### **Seminar Description:**

This is an advanced seminar course directed and facilitated by the department Chairs of the School of Community Health Sciences. Seminars will be given by faculty members and guest speakers based on their research interest and expertise.

#### **Course Overview:**

This is a 3-credit course that will include presentations by invited speakers and/or faculty members, professional development sessions, and student presentations. The course is intended to help facilitate the development of students' dissertation research ideas and to contribute to the student's professional development focusing on skills or professional experience typically not provided in coursework, such as teaching and knowledge translation. Students will lead discussions and presentations on methods being used in their dissertations and preliminary results (if available). During the course students will be exposed to and explore current public health research being conducted across the School. Invited speakers will describe current or past research, identify challenges involved in their work, and highlight research conceptualization, approaches, methods, and/or data analysis. The objectives of the doctoral seminar are: 1) to develop specific skills needed in public health careers, including presenting research; 2) to provide students with exposure to faculty and other researchers addressing a wide range of public health topics; and 3) to provide students with professional development skills and opportunities.

#### **Assignments:**

Each student will be required to research a topic of major public health significance\* and to give a **20-30-minute** oral presentation of the topic using PowerPoint at the end of the semester. It must be a critical review of the literature on a research topic of interest to the student. The topic must be appropriately referenced and must include a complete bibliography. The research topic must be established by **Feb. 2, 2018**, and an outline of the topic must be provided to the instructor by **Feb. 9, 2018**. Research paper must be submitted by **April 13, 2018** and the PowerPoint presentation must be provided to the instructor on the day of presentation. Supplemental readings will be assigned throughout the semester; each student will be required to lead the discussion of the supplemental reading material more than once during the semester. The student leading the discussion will develop and discuss main points of the paper and distribute a **one page bulleted summary** to the class via WebCampus by 9 a.m. on the day before the class meets. These points will be expected to assist students in understanding the readings and focus the discussion on the major points of the scientific article.

**\*ALL PAPER TOPICS MUST BE CLEARED WITH THE INSTRUCTOR PRIOR TO BEGINNING ANY RESEARCH. PLEASE ESTABLISH A TOPIC AS SOON AS POSSIBLE. TOPICS WILL BE ASSIGNED ON A FIRST COME FIRST SERVED BASIS.**

Late papers: Notify the instructor if you are not able to turn in your research paper on time. With advance notification, 5 points will be deducted from the grade for late papers. For papers turned in late without advance notification, AND for all papers turned in later than one week, 10 points will be deducted from the grade.

**Grade Scale:**

95 -100	A
90 - 94	A-
85 - 89	B+
80 - 84	B
75 - 79	C
70 - 74	D
65 - 69	F

NOTE: Any grades below a B will not qualify for graduate credit.

**Grading Basis:** Grades will be determined based on: 25% Participation (attendance, participation in discussion of assigned reading materials); 50% written research paper (clarity of writing, quality of references) 25% Oral presentation (quality of presentation & clarity in communication)

**Participation and Attendance:** Full participation credit will be given to students who regularly contribute to the weekly discussion. Completion of the required readings and attendance at the seminar are essential in preparing students to contribute to the discussion. Full attendance credit will be given to students who miss no more than two (2) total class periods. Allowances will be made for students with extenuating circumstances. Classes will start promptly; please be courteous to our invited speakers and arrive on time.

**Presentation and Discussion:**

- Thoughtfulness of comments, demonstrating evidence of careful preparation and understanding of material.
- Demonstration of ability to understand, appreciate, and critique alternative viewpoints; demonstration of active listening as well as participation.
- Asking insightful questions that help draw out others and/or clarify issues; helping to move the discussion along and keep it on track.
- Quality of presentation and discussion is much more highly valued than quantity, but everyone is expected to contribute.
- Clear and effective communication skills.

**Research Paper Assignments:**

- Logic of arguments; innovativeness; clarity of expression; scholarliness of approach; extent to which the presentation addresses the topic of the assignment.
- Proper grammar is expected.
- Appropriate inclusion of references is required. Note that while the Internet is an appropriate source for some types of information (e.g., about public health legislation), it

is not considered an appropriate source for all types of information and should not replace the kind of information gleaned from peer-reviewed papers or books.

**Accreditation Reports:** 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.

**Course Prerequisites:** Students enrolled in the doctoral seminar are expected to have completed coursework that provides a broad introduction to public health. The introduction shall be at an appropriate level of complexity and will address the 12 introductory public health (foundational) learning objectives. Therefore, students admitted into our Ph.D. program without an MPH or with an MPH from a non-CEPH accredited program are required to successfully complete EOH 710, Fundamentals of Public Health, where all 12 of the foundational competencies are covered.

### **Competencies & Learning Outcomes**

**By the end of this course students should be able to successfully achieve the following competencies:**

#### **PhD Global and Environmental Health (GEH) Competencies**

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD GEH 01).
2. Evaluate the role of environmental and global health in the top challenges facing mankind, including overpopulation, energy, pollution, climate change, and infectious disease, to develop research directions and priorities (PhD GEH 02).
3. Establish skills to communicate research findings to different audiences and sectors (PhD GEH 03).
4. Use environmental and global health research to develop prevention and management strategies and policy recommendations (PhD GEH 04).
5. Acquire, analyze, and interpret environmental health and global health data from field or laboratory investigations (PhD GEH 05).

#### **PhD Epidemiology and Biostatistics (EAB) Competencies**

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD EAB 01).
2. Demonstrate excellence in applying the theoretical and problem solving aspects of public health within epidemiology and biostatistics (PhD EAB 02).
3. Evaluate the natural history and biologic mechanisms of one or more specific diseases or health conditions, including consideration of causation, control & prevention (PhD EAB 03).
4. Appraise how quantitative and qualitative data can be integrated into mixed methods in epidemiologic research and effectively calculate advanced epidemiological measures (PhD EAB 04).
5. Critically evaluate determinants of health and explain predictors and mechanisms of disease or health events (PhD EAB 05).

### **PhD Social Behavioral Health (SBH) Competencies**

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD SBH 01).
2. Demonstrate excellence in applying behavioral theory to solve problems within public health as well as social and behavioral health. (PhD SBH 02).
3. Propose appropriate program plan(s) that facilitate behavior change at an individual, interpersonal, or community level (PhD SBH 03).
4. Plan and implement program evaluations for interventions designed to produce affective, behavioral, and health status changes at an individual, interpersonal, or community level (PhD SBH 04).
5. Engage in interdisciplinary groups to address problems within public health as well as social and behavioral health (PhD SBH 05).

### **PhD Health Service Management and Policy (HCA) Competencies**

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD HCA 01).
2. Demonstrate excellence in applying the theoretical and problem solving aspects of public health within health care organizations and systems (PhD HCA 02).
3. Apply content specialization to the critical analysis of research literature and the development of independent research questions in healthcare organizations and systems (PhD HCA 03).
4. Specialize in at least one area of research methods, such as epidemiology, survey design, evaluation, qualitative, or econometrics in studying healthcare issues (PhD HCA 04).
5. Be familiar with large healthcare or public health data sets and the ability to prepare and statistically analyze them (PhD HCA 05).

### **Lecture Notes and Reading materials**

Supplemental reading material will be available to you through the internet-based WebCampus program at <https://webcampus.nevada.edu/webct/entryPage.dowebct>. The course is listed in WebCampus as EOH 790, section 1001. These materials should be brought to class and used to assist you in your learning experience. However, these are not to be used as a substitute for not coming to class. You are responsible for any changes, announcements, or assignments given during class time that you might have missed if you were absent.

### **Tentative Course Syllabus**

Class format will consist of presentations by invited speakers and discussions. Speakers will be SCHS faculty from the four different tracks, Global and Environmental Health (GEH), Social Behavioral Health (SBH), Epidemiology and Biostatistics (EAB), and Health Service Management and Policy (HCA). In addition to our school faculty, we will also invite guest speakers from other schools in and outside of UNLV. In addition to the seminar presentations, I will assign papers for you to read in advance for discussion in class. You will be assigned to be lead discussant of papers assigned to you related to the presentations given by guest faculty

members. It is imperative that you read the papers and prepare. These papers will be posted in WebCampus and announced in class. The seminar topics and reading assignments schedule is subject to change. Any changes to this schedule will be announced in class, and a revised schedule will be posted in WebCampus.

### Tentative Course Schedule

Week	Topic
<b>Jan. 19, 2018</b>	<p>Course Syllabus</p> <p><b>“Community-Based Participatory Research”</b> Francisco S. Sy, MD, DrPH</p> <p>Competencies Addressed: PhD SBH 01, PhD SBH 02, PhD SBH 03, PhD SBH 04 &amp; PhD SBH 05</p>
<b>Jan. 23, 2018</b> 10:30 AM-12 PM	<p>H4NV Seminar at Barrick Museum Auditorium</p> <p><b>“Eliminating Health Disparities &amp; Promoting Health Equity: Think Globally, Act Locally”</b> Frank Y. Wong, PhD Professor, Dept. of Tropical Medicine, Medical Microbiology &amp; Pharmacology John A. Burns School of Medicine, University of Hawai‘i at Mānoa</p> <p>Competencies Addressed: PhD SBH 01, PhD SBH 02, PhD SBH 03, PhD SBH 04 &amp; PhD SBH 05</p>
<b>Jan. 25, 2018</b> 10:30 AM-12 PM	<p>H4NV Seminar at Barrick Museum Auditorium</p> <p><b>“Health Disparities and Food Insecurity in the United States”</b> Craig Gundersen, PhD Soybean Industry Endowed Professor in Agricultural Strategy Department of Agricultural and Consumer Economics University of Illinois, Urbana, IL</p> <p>Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 &amp; PhD GEH 05</p>
<b>Jan. 26, 2018</b> 12:00-1:00 PM 1:00-2:00 PM	<p><b>“Adaptive Designs for Cancer Clinical Trials”</b> Guogen Shan, PhD</p> <p><b>“GIS in Public Health”</b> Ge Lin Kan, PhD</p> <p>Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 &amp; PhD EAB 05</p>
2:00-2:45 PM	Students’ Discussions of Papers
<b>Jan. 30, 2018</b> 10:30-12 PM	<p>H4NV Seminar at Barrick Museum Auditorium</p> <p><b>“The Quest for Health Equity: Explorations of the Connections among Gender, Sexual Orientation, Race, Age and Health”</b> Jesus Ramirez-Valles, PhD, MPH Professor and Head, Division of Community Health Sciences University of Illinois-Chicago School of Public Health</p> <p>Competencies Addressed: PhD SBH 01, PhD SBH 02, PhD SBH 03, PhD SBH 04 &amp; PhD SBH 05</p>

Week	Topic
<b>Feb. 2, 2018</b>	<b>Deadline: Submission of research topic</b>
12:00-1:00 PM	<b>“Depression, Antidepressants, Bone Density and Fracture: Meta-analysis of Epidemiologic Studies”</b> Qing Wu, PhD
Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 & PhD EAB 05	
1:00-2:45 PM	<b>“Exploring air pollution exposure for health risk assessment and management”</b> Lung-Wen Antony Chen, PhD
Note: The 3 groups will present their approach to resolve complaints of the school against the asphalt factory.	
Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 & PhD GEH 05	
<b>Feb. 9, 2018</b>	<b>Deadline: Submission of outline of research paper</b>
12:00-1:00 PM	<b>“Enhanced Detection of Fungi of Human Health Significance”</b> Patricia Cruz, PhD
1:00-2:00 PM	<b>“Sampling and Analysis of Airborne Microorganisms”</b> Mark Buttner, PhD
Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 & PhD GEH 05	
2:00-2:45 PM	Students’ Discussions of Papers
<b>Feb. 16, 2018</b>	
12:00-1:00 PM	<b>“21st Century Cancer Patterns among Latinos - Why Disaggregation Matters”</b> Paulo Pinheiro, PhD
Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 & PhD EAB 05	
1:00-2:00 PM	<b>“Safety Culture's Influence on Hospital Performance: The Moderating Role of EHR”</b> Soumya Upadhyay, PhD, MHA
Competencies Addressed: PhD HCA 01, PhD HCA 02, PhD HCA 03, PhD HCA 04 & PhD HCA 05	
2:00-2:45 PM	Students’ Discussions of Papers
<b>Feb. 23, 2018</b>	
12:00-1:00 PM	<b>“Trends and Disparities in Opioid Associated Emergency Department (ED) Visits &amp; Hospitalization in Nevada and the U.S.”</b> Jay Shen, PhD
1:00-2:00 PM	<b>“Publicly Available Secondary Data Set in Health Services Research”</b> Josue Epane, PhD
Competencies Addressed: PhD HCA 01, PhD HCA 02, PhD HCA 03, PhD HCA 04 & PhD HCA 05	

Week	Topic
2:00-2:45 PM	Students' Discussions of Papers
<b>March 2, 2018</b>	
12:00-1:00 PM	<b>"Qualitative Research Methods: Investigating Type 2 diabetes and HIV/AIDS"</b> Carolee Dodge-Francis, EdD
1:00-2:00 PM	<b>"Health Equity for Women of Color"</b> Marya Shegog, PhD, MPH
Competencies Addressed: PhD SBH 01, PhD SBH 02, PhD SBH 03, PhD SBH 04 & PhD SBH 05	
2:00-2:45 PM	Students' Discussions of Papers
<b>March 9, 2018</b>	
12:00-1:00 PM	<b>"Nevada Healthy Home Partnerships Initiative"</b> Shawn Gerstenberger, PhD, Dean, School of Community Health Sciences
1:00-2:00 PM	<b>"Incorporating Public Health Research &amp; Practice into Decisions Affecting the Social Determinants of Health"</b> Courtney Coughenour, PhD Max Gakh, JD, MPH
Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 & PhD GEH 05	
2:00-2:45 PM	Students' Discussions of Papers
<b>March 16, 2018</b>	
12:00-1:00 PM	<b>"How Did I Get Here: My Nearly 20 Year Journey in Health Disparities Research"</b> Melva Thompson-Robinson, DrPH
Competencies Addressed: PhD SBH 01, PhD SBH 02, PhD SBH 03, PhD SBH 04 & PhD SBH 05	
1:00-2:00 PM	<b>"The Intersection of Sport, Physical Activity, and Health"</b> Jennifer Pharr, PhD
Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 & PhD GEH 05	
2:00-2:45 PM	<b>"Reproductive and Perinatal Epidemiologic Studies"</b> Mary S. Croughan, PhD, Vice President for Research and Economic Development
Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 & PhD EAB 05	
<b>March 23, 2018</b>	
12:00-1:00 PM	<b>"Spatiotemporal Prediction of Zika Virus Infection Outbreaks by Using Meteorological Measurements"</b> Lung-Chang Chien, DrPH
Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 & PhD EAB 05	
1:00-2:00 PM	<b>"Determinants of Physical Activity"</b>

Week	Topic
	<p>Tim Bungum, DrPH</p> <p>Competencies Addressed: PhD GEH 01, PhD GEH 02, PhD GEH 03, PhD GEH 04 &amp; PhD GEH 05</p> <p>2:00-2:45 PM Students' Discussions of Papers</p>
<b>March 30, 2018</b>	<b>Spring Break</b>
<b>April 6, 2018</b>	<p>12:00-1:00 PM <b>"Do insurance coverage expansions affect physician practice styles and provider decisions to adopt new drugs/procedures?"</b> Neeraj Bhandari, PhD</p> <p>Competencies Addressed: PhD HCA 01, PhD HCA 02, PhD HCA 03, PhD HCA 04 &amp; PhD HCA 05</p> <p>1:00-2:00 PM <b>"Asthma in Nevada"</b> Sheniz Moonie, PhD</p> <p>Competencies Addressed: PhD EAB 01, PhD EAB 02, PhD EAB 03, PhD EAB 04 &amp; PhD EAB 05</p> <p>2:00-2:45 PM Students' Discussions of Papers</p>
<b>April 13, 2018</b>	<p><b>Deadline: Submission of research paper</b></p> <p>12:00-1:00 PM <b>"Measuring Healthcare Costs of Catastrophic Events: Oct. 1, 2017 Mass Shooting in Las Vegas"</b> Chris Cochran, PhD</p> <p>1:00-2:00 PM <b>"Adverse Childhood Experiences (ACEs) and Health Over the Life Course Implications for Public Health Practice and the Health Care System"</b> Michelle Sotero, PhD</p> <p>Competencies Addressed: PhD HCA 01, PhD HCA 02, PhD HCA 03, PhD HCA 04 &amp; PhD HCA 05</p> <p>2:00-2:45 PM Students' Discussions of Papers</p>
<b>April 20, 2018</b>	<p><b>Student Presentations</b> Julia Anderson, Philip Danquah, Babayemi Olakunde, Sfurti Maheshwari, Sabina Malik, Carrie Gillis, Saruna Ghimire &amp; Kavita Batra</p>
<b>April 27, 2018</b>	<p><b>SCHS Honors Ceremony and Reception, 11:00 AM - 2:30 PM @ Alumni Bldg</b> Lunch will be provided. Students are encouraged to attend this event.</p>
<b>May 4, 2018</b>	<p><b>Student Presentations</b> Karen Callahan, Johanna Andrews, Xu Yingke, Kelly Bumgarner, John Olawepo, Helena Berlin, Louise Myatt, Bertille Mavegam &amp; Xiao Xiangxue</p>



## UNLV Policies (Revised 12/20/17)

**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>.

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

**Classroom Surveillance**—Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
  - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
  - (b) By a law enforcement agency pursuant to a criminal investigation;
  - (c) By a peace officer pursuant to NRS 289.830;
  - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
  - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
  - (f) Of a class or laboratory when authorized by the teacher of the class or laboratory.

(Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

**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](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](mailto:@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 students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: [https://www.unlv.edu/sites/default/files/page\\_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf).

**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/>.

**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.)