NURS 733: Nursing Education Practicum

Placement in Curriculum: spring semester

Prerequisites: NURS 709

Co-requisite: NURS 724, 710

Credits: 2 (6 clock hours/week)

Course Description
Applies strategies and concepts of the nurse educator role in clinical or classroom setting in area of clinical specialty.

Course Objectives

<table>
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<tr>
<th>Course Objectives</th>
<th>MSN Program Outcomes</th>
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<tr>
<td>1. Exhibit behaviors congruent with personal philosophy of nursing education and the legal/ethical practice of nursing education, while appropriately applying the rights and responsibilities of a nurse educator.</td>
<td>8. Synthesize social, cultural, financial, legal, ethical, and political influences to advance nursing practice, healthcare, and education.</td>
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<tr>
<td>2. Develop a personal vision of the nurse educator role within the context of chosen clinical area and practice setting.</td>
<td>9. Model the professional role of an advanced practice nurse or nurse educator in daily practice.</td>
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</table>
3. Develop nurse educator role abilities through critical review of the literature, internal and external assessment and ways of knowing.

1. Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences, and humanities.

2. Assimilate leadership at the organizational and systems level to advance safe high-quality outcomes in clinical or educational settings.


6. Practice advocacy to improve education, the health of the public, and the profession of nursing.

7. Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings.

9. Model the professional role of an advanced practice nurse or nurse educator in daily practice.

Texts, readings, and instructional resources

REQUIRED TEXTS:

eBook ISBN: 9780323570398

NOTE: other textbooks may be necessary, depending on the course in which you are doing your practicum. Typically, preceptors are able to assist in locating an extra copy of a course text for you to use. So, please work with your preceptor to determine availability.

RECOMMENDED TEXTS


Description of Instructional Procedures: Asynchronous, online course. Instructional strategies include review of course materials, viewing of videos and any audio files. Peer engagement is provided via discussion posting assignments. The majority of time is spent in the actual teaching practicum.

Assignments, evaluation procedures, and grading policy

Academic Requirements – Issues from Practice discussions; Clinical or Classroom Performance logs; satisfactory Classroom or Clinical Performance (CPE) evaluation by the end of the semester.

Grading

The course grading scale follows the approved scale of the School of Nursing. As per School of Nursing policy, there is no rounding (up or down) of scores; thus, a grade of 89.99% will be recorded as 89%. A minimum of a "B" grade (83%) is required to satisfactorily complete the course.

***All written assignments must be submitted by the end of the semester or a "0" will be assigned for that particular assignment.***

***All written work is subject to review through anti-plagiarism. Please assure that your work is original. In cases where you use information or knowledge gained from an author (whether published or not published and including use of websites) must be properly cited per APA formatting guidelines.***

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Teaching Strategies:
1. Student preceptorship in clinical or classroom setting
2. External and internal assessments of performance
3. Group Discussions
4. Documentation of classroom or clinical activities
5. Patient teaching assignment

Assignment Point Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Discussion Questions (DQ): (3) @ 8 points each</td>
<td>24</td>
</tr>
<tr>
<td>2. Clinical Performance Evaluation (CPE) in</td>
<td>30*</td>
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<td>practicum performance in the classroom or clinical setting.</td>
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<td>*Note: to acquire the 30 points, a satisfactory must be achieved in each performance element on the final evaluation. Any unsatisfactory in any element results in 0 points for the entire CPE.</td>
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<tr>
<td>3. CPE Log (4) @ 8 points each</td>
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<td>*Please note: failure to satisfactorily address all performance measures in at least two different logs over the course of the semester will result in a 10 point deduction on the final log submission, regardless of content contained.</td>
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<td>4. Patient Education Project</td>
<td>14</td>
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TOTAL POINTS FOR COURSE: 100

Grading Scale***

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<tr>
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<th>Letter Grade</th>
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Assignment Information:

1. Much of your time in NURS 733 is dedicated to the preparation and execution of your teaching in a clinical or classroom setting. However, select assignments have been designed to reflect on your learning through the program, your beliefs regarding the practice of being a nurse educator, exploration/discovery of issues that are significant to nurse educators, nursing students, and nursing programs, and learning and supporting each other as peer colleagues. A brief description of assignments is provided here. Also please see information related to assignments on the homepage in the Let’s get started area.

2. Discussion Questions (DQ): there will be three DQ discussions throughout the semester. The DQ is a way for you to begin conceptualizing the Nurse Educator Scholarship Project you will write next semester. The project must be based on something that you have identified as an issue in the practicum setting. Every practicum experience is a wonderful opportunity to grow and learn in the nurse educator role. Clearly, you will notice aspects that go very well and perhaps some that do not. Additionally, your reviews of literature that you have been conducting over a number of semesters may be pointing out more novel educational aspects that are currently not in the practicum but may truly enhance it. Examples of ideas for projects from the past have included: developing student abilities to engage in evaluation of others, integrating electronic health records into the course, fostering civility in the learning environment, and implementing a near-peer support program for students. Of course, these are just examples. What your project will ultimately look like will depend on what the needs are in the area where you are doing the practicum. Please refer to the DQ evaluation rubric in the Essentials folder for more information on the DQs and what the exact question is for each one. At the time indicated on the course calendar, you will provide an initial post. What you will post on is indicated under the DQ focus on that evaluative rubric. Then, you will read through the posts of your peers and thoughtfully respond to others. So, this is very much about what is or is not happening in the practicum and how you will address it. Your engagement in these DQs is a great way to really prepare yourself for the full writing of the project next semester while keeping firmly grounded in what is going on in your practicum setting right now. These DQs are professional discussions, so no names or use of anything that could identify a person’s identity. However, in the interest of everyone’s understanding, descriptions you do need to be specific and complete. Peer responses also need that same level of specificity and detail.

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<td>60-62</td>
<td>D-</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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See course calendar for specific due dates for course assignments.
3. **CPE logs:** For this semester, you will use a table format to complete your four logs. This will help to assure that you are attending to each performance element. Each of the nine performance measures must be satisfactorily detailed by specific examples on at least 2 log periods. I have provided a template for you to follow (under the Essentials folder). The table must include: specific, objective logging of activities that demonstrate exactly how you are meeting the performance elements, identification of the performance element that you are addressing and number of hours for activities in each log. As you continue to submit logs, you will carry your practicum hours over so that each progressive log shows both the log hours for the period and total, cumulative hours. ONLY ADDRESS THE PERFORMANCE MEASURES THAT APPLIED TO WHAT YOU DID DURING THE LOG PERIOD. This means that not every performance element will have information on it in every log. That is normal and expected. However, you must address each performance measure satisfactorily in at least two different logs throughout the semester. You will be submitting the CPE log table approximately every 3-4 weeks to the assignment area. Be sure to review any feedback provided before writing your next log. Please note: failure to satisfactorily address all performance measures in at least two different logs over the course of the semester will result in a 10 point deduction on the final log submission, regardless of content contained. The rubric for evaluation of the CPE logs and due dates are located in the Let’s get started area.

4. **CPE:** this is the evaluation form based on the performance objectives. As noted above, I will assign the final points but I do rely on what you write in your logs, your preceptor's input and my observations. It is imperative to keep "checking in" with your preceptor as to your performance and how you can improve. You must achieve a satisfactory for every performance objective by the end of the semester in order to get the points. Any unsatisfactory in any category in the final evaluation results in 0 points for the entire CPE.

**Additional Course Information:**

1. It is very important to login into the course at least 2-3 times/week. Every time you login, be sure to check your course e-mail.

2. All signed preceptor agreement forms MUST be back to me by the end of the second week of the semester (you may scan in signed copy and send by e-mail through the course OR fax to me at 702.895.4807).

3. Students are evaluated by the preceptor, the NURS 733 course faculty and the student (self evaluation) at midterm and at the end of the semester. Please take the time now to read the CPE carefully. You are required to achieve a satisfactory in every performance element by the end of the semester. The ultimate rating is determined by the NURS 733 course faculty. I will also be heavily relying on the input from you and your preceptor. Satisfactory means acquiring full points for providing specific examples of how each performance measure was met in at least two separate log submissions.
4. You will be responsible for organizing all meetings to discuss your progress between you, your preceptor and me.
5. If you are student teaching in the classroom or clinical setting, I will be observing around midterm and, possibly, during the latter half of the semester. Again, this is your responsibility to arrange so that I can see you in your teaching role. Please schedule this before the eighth week of the semester.
6. All student, preceptor, and course faculty CPE evaluations are done through E-Value. You and your preceptor will be receiving a notice to complete the midterm and final CPE through your Rebel mail account (your preceptor will receive the notice via their university email). If you wish to receive that notice to your personal email, please go into Rebel Mail and click on frequently asked questions.
7. End of course student evaluation of the practicum site and student evaluation of the preceptor forms are required for you to complete at the end of the semester. They are available to view under the Let’s get started section of forms and CPE table template. These forms will be due through E-Value. So, near the end of the semester, you will receive a notice through your Rebel mail to go in and complete these forms.
8. All evaluations must be completed through E-Value before the final grade is turned into UNLV Web Grading.
9. Any near miss or actual incident that occurs in the clinical or classroom setting must be reported immediately to the preceptor, the staff nurse in charge of the patient, and to me. You must also complete the UNLV SON Incident Report. The completed form must be given to your preceptor and to me within 24 hours of the incident. You are also expected to assist in completing any facility reports related to the incident as well as notification of the physician in charge of the patient. At all times, the highest priority is to assure patient safety.
10. I log into the course every day during the business week unless otherwise specified. I strongly encourage you to check in at least every day for information, updates, and answers to questions. I will NOT be contacting you through your personal email unless it is an email being sent jointly to you and your preceptor. NOTE: it is important to remember to check your course email every time you login. This is the primary communication method for me to you and vice versa in the course. So, please take the extra few seconds to check your mail every time you login.

**Student Expectations in Clinical and Classroom Settings:**

1. Attend every scheduled class if you are in the classroom or lab setting.
2. Attend at least 11 weeks of clinical sessions if you are in the clinical area (the dates that you will not be in clinical are negotiated with your preceptor). Also, you must let your preceptor and me know in advance what the dates are that you will not be in clinical.
3. Use innovation and best practices to develop and work with students.
4. If in clinical, assist with making student assignments.
5. If in the classroom, teach a minimum of six different times during the semester.
6. If in the classroom, develop test items for potential use.
7. If in the classroom, assist with test administration and analysis.
8. If in clinical, manage larger numbers of students as the semester progresses.
9. If in clinical, facilitate at least **four** post conference sessions.
10. If in the lab for the semester, teach all skill segments, observe and provide critical feedback to students during practice and assist with any graded labs as needed.
11. If in clinical, participate in any lab or simulation sessions scheduled on regular clinical days.
12. The highest priority in clinical is to keep patients safe. Do not perform or supervise any skill or procedure that is not within your scope of nursing practice or that you are not experienced or familiar with. If you are in doubt or have any questions, please refer to your preceptor. Failure to do so may result in failure in the practicum.
13. Read, understand and apply information that students are required to know.
14. Learn student expectations in the course.
15. Follow all institution policies.
16. Solicit preceptor feedback weekly.
17. Use preceptor feedback for improvement.
18. Be professional - punctual, prepared, appropriate dress, respectful.
19. Work with the preceptor prior to the start of the semester to determine your process going forward, when you will teach, obtain needed course texts, etc.
20. Report any issues of concern regarding students in the classroom or clinical setting IMMEDIATELY to your preceptor and to the NURS 733 course faculty.

**Preceptor Expectations (classroom or clinical settings):**

1. Spends time with student teacher at the beginning of the semester explaining focus of course and nursing student expectations. Has student "shadow" a minimum of 1 week in clinical. Then directly observes nurse educator student performance to ascertain skill and comfort in managing students.
2. Provides relevant course materials such as books, syllabus to the student teacher.
3. Encourages increasing student teacher responsibilities as semester progresses.
4. Provides direct supervision of the student teacher in the class or clinical setting.
5. Available to the student teacher for consultation and advising throughout the semester.
6. Knowledgeable regarding teaching content area.
7. Current in clinical skills and/or in theory content.
8. Provides constructive feedback on student teacher performance.
9. Acts as a role model to the student teacher in developing nurse educator skills.
10. Encourages student teacher input on ways to improve the course.
11. Participates in mid semster and end of semester evaluation of the student teacher.
12. Reports any concerns related to the student teacher to the NURS 733 course faculty immediately (contact information listed on the first page of this syllabus).

**Instructor Response Time:**

For emails sent to the course faculty, Monday through Friday (during normal business hours), the course faculty will respond within 24 hours, unless otherwise indicated. For emails sent to the course faculty on weekends and holidays, you may expect a response within 48 hours.
SCHOOL OF NURSING POLICIES

Civility -- The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Confidentiality -- An important part of nursing ethics is maintaining the client’s confidentiality. Therefore, written work submitted to the instructor must NEVER contain the client’s full name. Client’s problems must not be discussed with family or friends. If the Department ascertains that a client’s confidentiality has been violated, the student violating the confidence will be subjected to disciplinary action.

Teaching Evaluations – Evaluating the effectiveness of teaching at UNLV requires it to administer course evaluations at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

UNLV School of Nursing Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. This course increased my knowledge.
2. The course provided sufficient opportunity for me to learn.
3. The course challenged me intellectually.
4. The instructor made a significant impact on my understanding of course content.
5. The course objectives were clear.
6. My grades adequately reflected the quality of my performance in this course.
7. The instructor’s expectations for assignments were clear.
8. The instructor’s assessments reflected what was covered in the course.
9. The instructor was well prepared for each session.
10. The instructor’s explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: Learning Ratings  ASSESSMENT RATINGS  Instruction Ratings
University Policies

Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

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 only permitted 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 withdrawal of the student from the course.

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 copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will 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 on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.
Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

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, please visit the ASC website, https://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, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.