PSY 712 Psychometrics
Spring 2021

Instructor and Course Information

Instructor: ****
Email: ****
Website: ****
Phone: ****
Lecture: Friday 11:30 – 1:00
Lab: Friday 1:15 – 2:15
Office Hours: Friday 2:30 – 4:00
Meeting Location:
https://us02web.zoom.us/****
Meeting ID: ****
Passcode: ****

Course Materials:

WebCampus:
Download: assignments; class recordings, handouts, and PowerPoints
Post: feedback on class exercises, reflections about readings
Answer: class surveys

GoogleSheet:
Organize: class and teams
Share: ideas generated in class

Email:
Submit: assignments
Receive: assignment feedback and class announcements

Course Objectives

This course will focus on reliability and validity. Students will learn how to evaluate the quality of existing tests, determine which tests to use in their own research and clinical practice, and design new tests that are reliable and valid.

Course Description

This course has two primary objectives. First, this course covers the theoretical underpinnings of psychometrics, including reliability, validity, test bias, and factor analysis. These topics are covered in readings and lecture, and students will practice the relevant data analyses using research data selected by the students. Second, this course covers the development of psychological tests, including item writing, scale construction, item analysis, and test revision. This material is covered in readings and lecture, and students apply the theory they have learned by designing new psychological measures and revising existing ones. In this course, the primary focus will be on tests of individual differences (e.g., personality, intelligence, interests, etc.), but the same principles apply to other testing situations.

As a part of these primary objectives, this course addresses how reliability and validity are assessed and how tests are designed to be reliable and valid when the test will be completed by people who belong to disparate subgroups (such as men and women, or different ethnic groups), or by people who belong to different groups than the test was originally designed for. In particular, the effect of

homogeneous subgroups on correlations and factor analyses will be discussed in lecture and explored using data analysis with actual research data. As well, in one of the term projects, students are asked to consider how their constructs and research conclusions might differ if participants from another culture completed their measures.

This course has two additional objectives. One of these is to provide students with additional experience analyzing data using R (a powerful statistical software package that is also free). To support this goal, students will evaluate the quality of an existing test using R. The other goal is to provide students with additional experience in writing APA-style research reports. To support this goal, students will write a research report analyzing the quality of an existing test. They will write this paper one section at a time and receive feedback on each section.

Relative Breakdown

Task	**Percentage of Course Grade**
Evaluating tests and questionnaires	60%
Designing tests and questionnaires	30%
Analyzing data using R	5%
Writing research reports	5%

Course Format

This class is delivered using a flipped format. In a traditional class, lectures are delivered during class time, and students complete projects and exercises at home. In a flipped class, lectures are completed at home, and students complete projects and exercises in class.

In PSY 712, students will be actively engaged during class time: elaborating, critiquing, discussing, analyzing, and writing. Class time will focus on a series of exercises. Although I have taught this course for about 15 years, this is the first time I have taught it in an online format. Therefore, I will ask you for brief feedback after each class.

Each class will be unique. In case you miss part or all of a class (due to sickness, computer problems, or conflicting responsibilities), I will record the classes and post the recordings on WebCampus. I will also post the PowerPoint slides on WebCampus. However, I urge you NOT to rely upon those materials unless you miss class. Research shows that PowerPoint slides decrease learning (on average): You should try to understand the material when we discuss it and you should take notes as we go. If the class is going too fast for you to write down your thoughts, please tell me to slow down. In addition, research shows that writing out lecture notes *by hand* results in more learning than typing them. This difference is partly due to the fact that people who are typing tend to try to transcribe lectures word-for-word (surface processing), rather than deciding what ideas are the most important and worth writing down (deep processing). Therefore, if possible, I encourage you to write out your notes by hand and to ignore the class recordings and PowerPoint slides unless you miss class.

Some of the class exercises have handouts. I will post the handouts on WebCampus in advance. If possible, I encourage you to print the handouts so you can write on them by hand. If this isn't possible, you can type on them on the computer. However, it's better to write on them by hand for two reasons: (a) writing by hand results in more learning, and (b) you'll have all your notes in one place.

Before I switched to the flipped format, I delivered traditional lectures. To accommodate the change to the flipped format, I created transcripts of the lectures I would have given if I wasn't using class time for active learning. I ask students to read these transcripts. Eventually, I might turn these transcripts into videos. So far, students have said that isn't necessary. I look forward to your feedback on this issue.

In addition to the transcripts, there are required readings each week (and sometimes optional readings). These readings are designed to give you a broad overview of this topic area, situating your

class work within the broader field of psychometrics, and within the context of your research and clinical work. While reading, you should attempt to apply the ideas to your own research and clinical practice. You will share your reflections in WebCampus discussions.

Required Readings

Lecture transcripts are required readings and will be available through WebCampus.

Miller, L. A., & Lovley, R. L. (2020). *Foundations of Psychological Testing, 6th ed.* Sage. Available from UNLV bookstore or the Sage website.

Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology, 78*, 98-104. Available through WebCampus.

Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4*, 272-299. doi:10.1037/1082-989X.4.3.272 Available through WebCampus.

Recommended Readings

Haladyna, T. M., Downing, S. M., & Rodriquez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education, 15*, 309-334. Available through WebCampus.

Lenzner T., & Medold, N. (2016). Question wording. GESIS Survey Guidelines. Mannheim, Germany: GESIS – Leibniz Institute for the Social Sciences. doi:10.15465/gesis-gs_en_017 Available through WebCampus.

Thorndike, R. M. (1997). *Measurement and evaluation in psychology and education, sixth edition.* Upper Saddle River, NJ: Prentice-Hall. Read Chapter 15: Principles of Objective Test Development. Available through WebCampus.

Recommended Resources

DataCamp online materials available at https://www.datacamp.com/

Materials	**You should complete**
Introduction to R	All chapters
Introduction to Importing Data in R	All chapters
Intermediate Importing Data in R	Chapter: Importing data from statistical software packages
Cleaning Data in R	All chapters
Exploratory Data Analysis in R	All chapters
Correlation and Regression in R	Ch 1: Visualizing two variables; Ch 2: Correlation
Factor Analysis in R	Ch 1: Evaluate your measure; Ch 2: Multidimensional EFA

Structure and Grade Breakdown

Reflections on Readings (30%)

To get the most benefit from the readings, you need to think about what the ideas mean and how they apply to your life. To assist you in thinking deeply about these ideas, you will write a short reflection paper (2 – 3 paragraphs) about one of the ideas in each reading and post it on WebCampus. You will respond to at least two of your peers' original posts, and the read the responses to your posts and reply as appropriate.

Projects (70%)

Projects will be completed through a series of detailed lab assignments. These assignments will be graded for quality and will have short deadlines to keep everyone on track.

I will grade lab assignments and projects using behavioral observation scales that are based entirely on the instructions given on the lab assignments. Therefore, it is extremely important that students follow the instructions given.

Project 1: Creating a New Rating Scale (20%)
You will design a new rating scale that uses either an agreement scale or a frequency scale. Psychologists use rating scales in a large proportion of their studies. Designing a good rating scale is harder than it looks. This project will be broken into detailed steps to help you create a good first draft and incorporate feedback from others.

Students are encouraged (but not required) to design measures they would be interested in using in their own research. Talk to Dr. Barchard about your particular research ideas.

Project 2: Evaluating an Existing Measure (50%)
You will write a short APA-style paper evaluating the quality of an existing measure and suggesting revisions to improve that measure. This project will be broken into a number of detailed lab assignments that help you write this paper one section at a time. You should incorporate the feedback you received on the previous assignments before handing in the next assignment. At the end of the semester, you will hand in your completed, polished paper.

I have broken this paper down into the smallest component parts I can to ensure students receive specific feedback on every part of the paper. You will therefore notice there are a large number of assignments; it is critical you work at them consistently.

Ideally, students will use their own data for this project, so they can examine a measure that is of interest to them and then present their projects at professional conferences. In the past, some students have expanded their analyses and published their work in refereed journals. If students are unable to locate their own data, I have a dataset students can use, and they are welcome to present that research at a conference; however, students may be less interested in expanding that work for professional publication.

You will analyze your data using R. I have therefore assembled several optional DataCamp courses to provide you with the necessary background in R. If you use R regularly, these courses will be a straight-forward and helpful review. If you have never used R, these courses will be time-consuming and essential for the successful completion of Project 2. Completing all of the recommended DataCamp courses will take 5 – 40 hours over the first seven weeks of the course, depending upon your previous R experience.

Working in Groups
Most assignments will be done in groups of three or four students. Working in groups will improve your learning and reduce the time required to complete the assignments. It will also prepare you for professional research projects, which are almost always completed in groups.

Groups may contain either three or four students. Assignments will be marked identically, regardless of whether three or four students completed the assignment. No more than four team members are allowed, because larger groups make it harder to collaborate and reduce how much individual students learn. You may switch groups at any time, but this may make it harder for you.

Even though you are working with one set of students on a project, you should still talk with other students about the project. Your projects will be slightly different from other groups (you will not be designing the same measures or analyzing the same data), but the steps involved will be the same and so talking to other students can be very helpful. I therefore encourage you to work on your assignments at the same time as other students and to talk to them about it extensively. However, when you hand in an assignment for your group, everything you hand in must be something that your group created: Don't hand in someone else's output or someone else's answers as your own. **In practical terms, this means**

that the only hands that touched the keyboard or mouse belong to members of your group, and no information was ever copied from any file where non-group members touched the keyboard or mouse.

Similarly, although you will be working in groups, the assignments are not simply group assignments. **Everything that has your name on it must be something that you yourself helped to create.** Having one person do an assignment and putting multiple names on it is **NOT** acceptable. If someone is unable to contribute to one of the assignments, they can simply skip it: This will have only a small influence on their final course grade, because the final projects are worth far more than the individual assignments. Alternatively, if a student is unable to contribute to an assignment, then they may contact Dr. Barchard about a make-up assignment.

In addition, students are strongly encouraged to find one or more study partners to assist them in learning the material. You can discuss difficult topics and share notes for any classes you miss.

Workload

This course is a lot of work. Previous students reported that they spent approximately 2 hours per day on this course, not including class time, for a total of 10 – 15 hours per week. Almost all previous students have also recommended that I retain all of the lecture content and all of the project content. The workload will be quite high for the first three weeks and high for the middle of the course, but – if you incorporate my feedback right after you receive it – the workload will be somewhat lighter for the last three weeks of the course.

Grading Scheme

The grading scheme for the course is as follows:

A	93 – 100	C	73 – 76
A –	90 – 92	C –	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B –	80 – 82	D –	60 – 62
C+	77 – 79	F	Below 60

Grades may be scaled to ensure an appropriate class average.

Statistics Background

Students will learn some statistics in this course. Students will also apply a lot of statistics that they should already have learned. The following is the necessary and expected statistics background. Students should be able to:

- Explain the difference between samples and populations.
- Explain the difference between descriptive and inferential statistics.
- Define and give examples of the four levels of measurement (nominal, ordinal, interval, ratio), and determine what level of measurement a test item is.
- Draw and interpret histograms and scatterplots.
- Define, calculate, and interpret mean, median, and mode, and know when to use each.
- Define, calculate, and interpret standard deviation, variance, and range.
- Define, calculate, and interpret z-scores.
- Calculate probabilities associated with the standard normal curve [e.g., $P(z > 1.2)$].
- Define, calculate, and interpret other standard scores (e.g., T, CEEB, GRE, IQ).
- Draw histograms of data that have normal distributions, positive or negative skew, are uni-modal or bi-modal. Identify the shape of a set of data from either a histogram or raw data.
- Define, calculate, and interpret covariance and correlation.

- Understand and apply the logic of hypothesis testing.
- Define Type I errors, Type II errors, power, alpha, and beta; state the relationships between these.
- Define, calculate, and interpret p-values.

In addition, it would be helpful if students could:

- Write and interpret statistical results in sentence form [e.g., The treatment group had a higher average score than the control group ($t(23) = 3.4$, $p < .05$)]. [This topic will be reviewed in assignments.]
- Explain how restriction of range, homogeneous sub-samples, and non-normality influence the size of population correlations. [This topic will be reviewed in lecture.]
- Explain and interpret one-way analysis of variance (e.g., rationale, sums of squares, mean squares, F-ratios) and calculate it using a computer. [This will not be covered in lecture or text.]
- Explain and interpret repeated measures analysis of variance (e.g., rationale, sums of squares, mean squares, F-ratios) and calculate it using a computer. [This will not be covered in lecture or text.]
- Explain and interpret multiple regression (e.g., rationale, predicted values, R-squared, b-weights, Beta-weights) and calculate it using a computer. [This will not be covered in lecture or text.]

Lab Assignments
Lab assignments will be due Wednesday at 2pm, unless otherwise specified.

Project 1
Lab 1-1: Drafting Rating Scale
Lab 1-2: Editing and Formatting Rating Scale
Lab 1-3: Final Rating Scale

Project 2
Lab 2-0: Proposal

Project 2: DataCamp Courses on R (I recommend you complete these before Friday's class)
DataCamp online materials available at https://www.datacamp.com/

Chapter	**You Should Complete**
Introduction to R	All chapters
Introduction to Importing Data in R	All chapters
Intermediate Importing Data in R	Chapter: Importing data from statistical software packages
Cleaning Data in R	All chapters
Exploratory Data Analysis in R	All chapters
Correlation and Regression in R	Ch 1: Visualizing two variables; Ch 2: Correlation
Factor Analysis in R	Ch 1: Evaluate your measure; Ch 2: Multidimensional EFA

Project 2: Part A
Lab 2-1: Introduction
Lab 2-2: Method: Sample
Lab 2-3: Method: Measures and Procedures, Appendix A

Project 2: Part B
Lab 2-4: Recoding and Internal Consistency
Lab 2-5: Validity
Lab 2-6: Item Analysis for Internal Consistency
Lab 2-7: Item Analysis for Validity

Project 2: Part C
Lab 2-8: First Principle Component
Lab 2-9: Number of Factors

Project 2: Part D
Lab 2-10: Rotation and Interpretation
Lab 2-11: Factor Scores

Project 2: Part E
Lab 2-12: Discussion, Scale Revision, and Appendix B
Lab 2-13: References and Abstract

Project 2: Final Project

Tentative Course Schedule

Week	Date	Lectures	Readings	Lab	Project 1 handout	Project 1 due Wed 2pm	DataCamp recommended	Project 2 handout	Project 2 due Wed 2pm	Other Events
1	22-Jan	Item writing	Ch 1, 2; handouts; Recommended Lenzner & Medold; Haladyna et al.; Thorndike	Proj 1: Lab 1-1	Overview, Lab 1-1		Introduction to R	Proposal		Experimental Interview Day
2	29-Jan	Correlation	Ch 9, 10; handouts	Proj 1: Lab 1-2	Lab 1-2	Lab 1-1	Importing Data			
3	5-Feb	Reliability **Start 12:30**	Ch 4, 5; Cortina; handouts	Proj 1: Lab 1-3	Lab 1-3	Lab 1-2	Cleaning Data in R		Proposal	Interprofessional Education Day 8a-noon
4	12-Feb	Validity	Ch 6, 8; handouts	Proj 2: Part A	Bonus DE	Lab 1-3	Exploratory Data Analysis	Overview; Final Report; Part A		Clinical Interview Day
5	19-Feb	Validity	Ch 7; handouts	Proj 2: Part A; DE Bonus			Correlation Ch 1 and 2			
6	26-Feb	Item analyses	Ch 11; handouts	Proj 2: Part B		DE Bonus		Part B	Part A	
7	5-Mar	First Principal Component		Proj 2: Part B						
8	12-Mar	Multiple components, rationale and uses	Fabrigar, handouts. Number of factors transcript for next week	Proj 2: Part C			Factor analysis (Ch 1 and 2)	Part C	Part B	Clinical Practicum Fair 2:30 – 4:30p
	19-Mar	Spring Break								
9	26-Mar	Interpretation and Number of factors	Interpretation transcript for this week; Rotation transcript for next	Proj 2: Part C						
10	2-Apr	Rotation	handouts	Proj 2: Part D				Part D; BOS Bonus	Part C	
11	9-Apr	Scale development & revision	handouts	Proj 2: Part D; BOS Bonus						
12	16-Apr	Lab time	Ch 3, Appendix C	Proj 2: Part E				Part E; Poster Bonus	Part D; BOS Bonus	
13	23-Apr	Lab time		Proj 2: Part E					Part E	
14	30-Apr	Lab time		Proj 2: Final; Poster Bonus						Western Psych Convention
15	7-May	Lab time		Proj 2: Final; Poster Bonus					Finish Project 2 Fri 8pm	
16	14-May								Project 2 Poster Bonus Tue 8pm	

University Policies

Public Health Directives

Face coverings are currently 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 Health Requirements for Returning to Campus, 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 Student Conduct Code, 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 a Course

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 devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). 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.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 (Student Services Complex, 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 a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

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 Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

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 submits 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. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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 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.

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.