

## **SYLLABUS: PSY446 Human Neuropsychology**

- Semester: Spring 2022
- Credits: 3 credit hours
- Prerequisite: PSY 303

This syllabus contains important information you will need to know in order to be successful in the course. Read it carefully and let me know if you have any questions.

### **Instructor Information**

- Instructor: XXXX XXXX, Ph.D.
- E-mail: Use WebCampus e-mail
- Office hours: Given the current state and federal regulations regarding COVID 19 and because this is an online course, there will be no in-person office hours for this course. However, online office hours are available by individual appointment. Just send me an email with some times you can meet and we'll schedule a phone call or zoom meeting. In addition, I will respond to email inquiries M – F within 24 hours.

### **Webcampus / Canvas Information**

This course uses [Webcampus / Canvas](#) for email, discussions, quizzes, exams, assignments, and to post course materials. If you ever need assistance, please use [Webcampus Help](#).

### **Overview and Learning Objectives**

This course will cover brain mechanisms underlying healthy neural functioning, brain damage, loss of function, and clinical assessment. It consists of three major sections: Overview of Neuroanatomy, Neurological Function, and Plasticity, Assessment, and Disorders associated with different structures of the brain. These sections are delivered in the form of lectures and clinical cases of patients with neurological disorders. The course material is interrelated throughout these aspects of teaching, giving students multiple ways of learning the material.

The primary objectives or aims of this course are for students to demonstrate their knowledge of human neuropsychology in the following ways:

1. Demonstrate a full understanding of the basic concepts associated with the organization, structure, and function of the human central nervous system.
2. Apply these fundamental principles toward understanding nervous system function and dysfunction and toward clinical problem-solving in relation to neurological and neuropsychological disorders.
3. Explain the necessary background for correlation with related courses, for advanced study of the nervous system, and for monitoring new developments in the basic and clinical neuropsychological sciences.

## Course Materials

- Textbook: Kolb, B. & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology, Eighth Edition*. NY, NY: Worth Publishers. E-book ISBN:9781319364274; Paperback ISBN:9781319247164
- Online content: E-book, power point, discussions, quizzes, exams, individual writing assignment

## Course Requirements and General Information

This course involves text reading, viewing videos, lectures and other material, participating in online discussions, completing a group project, and taking quizzes and tests. You will be expected to:

- Have ready access to the Internet with a reliable connection of sufficient bandwidth to view online videos (public WiFi systems are not reliable or recommended, i.e., do not take your tests at a coffee shop because you may get logged off)
- Read and view all content provided by the instructor
- Participate fully in discussions
- Complete quizzes and tests
- Login to complete course activities at least 5 times/week

To access videos and lectures, make sure that you have an updated version of RealPlayer. Canvas is compatible with all browsers so if you have trouble accessing the course, the IT Help Desk can help. You can call the Help Desk at (702) 895-0777, 7 AM – 11 PM daily (including weekends and holidays) or send them an email at [ithelp@unlv.edu](mailto:ithelp@unlv.edu).

## Evaluation

Your grade will be based upon your performance on **Discussions, Exams, Quizzes, and an Individual Writing Assignment**. The following sections provide detailed descriptions of these activities. Please read these sections carefully and let me know if you have any questions.

### *Discussions (25% of final grade)*

There are 8 discussions during this course. Each discussion is based on a research article. On weeks when a discussion is assigned, the research article and questions about the article will be posted at the beginning of the week. You are expected read the article, listen to the online lecture for the week, and then participate in these on-line discussions by contributing a **thoughtful, analytical response of 200-300 words** for any of the weekly questions.

Additionally, you are required to contribute two **substantial interaction posts of 50-100 words** for each discussion. You may respond to the initial question, add a follow-up question, or reply to a post added by another student. Some of the questions allow for your "opinion" but should also be based on the facts presented in the article and lecture.

In order to receive a high grade, you must fully, actively, and frequently participate in the discussions throughout the time period when discussions are available. Contributions to discussions will be graded based on frequency of postings and according to the following guidelines. High-quality contributions to discussions are necessary and expected. Contributions that are limited in scope, subject matter, quantity, or quality will not be considered and/or not be

graded highly. Contributions that are limited to a small time frame (e.g., one evening or morning or day) will not be graded highly. Your discussion posts should help move the discussion forward. For example, indicating that you agree with another student's post does not move the discussion forward and so will not receive a high grade. Indicating in your post that you agree and then including some of your own unique thoughts and perspectives on the topic will move the discussion forward and so will receive a higher grade. Contributions to discussions will be graded according to these criteria as well as the quality of the posts, including grammar and spelling.

A list of articles that will be used for the discussions is included after the Course Schedule later in this Syllabus.

**The Discussions will contribute 25% to your final grade (25 points each).**

***Examinations (50% of final grade)***

There will be four examinations during this class. Each examination will consist of 50 multiple choice questions and you will have 75 minutes to complete each examination. Exams are **NOT** group projects, complete them on your own. Exams are **NOT** cumulative. **ALL** material on each examination is taken directly from our slide shows. There are study guides posted in each Module to help you prepare for the exams.

Each examination will be available the day it is due, beginning at 1:00 AM, and must be completed by 11:59 PM that day (see Course Schedule). Students' scores for each examination will be released immediately after the exam is due.

Late examinations will not be accepted. You can only access the examination once so be sure to pick a time to take the examination during which you will not be interrupted. If you are inadvertently logged off during the examination, you will not be able to re-enter the examination to complete it, so make sure you have reliable internet access (ethernet connection preferred). Public WiFi is **NOT** reliable, so **DO NOT** take examinations using a public WiFi connection, like at a coffee shop.

Your lowest examination score will be dropped from your course grade in order to allow for a missed examination due to computer/internet difficulties or ANY other reason (e.g., illness, family commitments, work obligations, vacations, etc.). No make-up examinations will be given (except in the case of excused absences) so it is critical that you are familiar with using WebCampus before you take the first examination. The course instructor reserves the right to insist that any student take proctored examinations or retake any examination if cheating is suspected.

Do not ask a question or make a comment about the examinations using the discussion page before the exam is due. Send any questions to me via WebCampus email.

**Examinations will contribute 50% to your final grade (100 points each).**

### ***Quizzes (5% of final grade)***

There are 8 quizzes for this course. The quizzes are the same to the exams in all respects, with the exception that they consist of 5 - 10 multiple choice or fill-in/short answer questions and cover the materials presented the week of the Quiz. As with the Exams, your lowest quiz score will be dropped from your course grade in order to allow for a missed quiz due to computer / internet difficulties or ANY other reason (e.g., illness, family commitments, work obligations, vacations, etc.). No make-up quizzes will be given (except in the case of excused absences).

Do not ask a question or make a comment about the quizzes using the discussion page before the quiz is due. Send any questions to me via WebCampus email.

**Quizzes are worth 5 points each and will contribute 5% to your final grade.**

### ***Individual Writing Assignment (20% of final grade)***

An individual writing assignment is required for this course. This is a **4-page paper** (double-spaced, 1-inch margins, Times New Roman, 12-point font, APA style) on a research article published in 2019-2021 in one of the following journals: (1) *Neuropsychology*, (2) *Cerebral Cortex*, or (3) *Neuropsychologia*. *You must select an article from one of these three journals.* **Papers that are not based on articles from one of these three journals will be penalized one letter grade prior to grading.**

Also, the article you select must be a research article, i.e., it must report the results of a research study. One way to identify research articles is by the sections they include. There will be Introduction, Method, Results, and Discussion sections, along with a Reference section at the end of the article. Please contact me if you have any questions about whether the article you select is a research article. **Papers based on articles that are not research articles (e.g., reviews of the literature, position papers, commentaries) will be penalized one letter grade.**

All of these journals are available in electronic format at the UNLV library. As a student enrolled in this class you have access to the online library resources at UNLV. If you have not accessed the online resources before and would like to do so, you may need to contact the library to find out how you can obtain online access. You can contact the UNLV library at (702) 895-2111. Please do this *immediately* so that you can begin to complete your paper for the course.

**Papers must be 4 pages.** The first two pages need to contain a summary (**in your own words** – watch out for plagiarism) of the following components of the article:

- Purpose
- Methodology
- Results
- Main conclusions

The second two pages must represent your critique of the article that includes the following:

- Your general opinion of the quality of the article
- A critique of the article's methodology (including major flaws or drawbacks)
- A future study you would conduct in this area based on the findings in the article (i.e., what would be the next logical step in research based on the article findings).

Papers will be graded according to quality of the summary and critique and full justification of arguments made. Headings are strongly recommended within the paper that show you have addressed all the areas mentioned. In addition to these four pages, include a title page and a reference page. The title page should include your name, the title of your paper, and a running head. The reference page should include the citation to the article you are summarizing (in APA format) as well as any other sources you used to complete your paper. The title page and reference page do not count toward the 4 page limit. Some other important points for the paper include:

- First, while the paper is to be written in APA format, an Abstract is **NOT required**.
- Second, the title of your paper can be most anything you would like as long as it is relevant to the article. You could have a title like this: “A Critical Review of [Article Name]”, but whatever you decide is fine with me.
- Third, the reference section of your paper must include the full reference to the article you are reviewing. This reference should be in APA format. You can include other references as well, if you use them in your critique of the article. These could be other articles, online sources, etc., and you should use APA format for each of these different kinds of references.
- Fourth, you need to include a header for each page in your paper. This is a brief title (40 characters or less) and should conform to APA style.
- If you are unfamiliar with APA style, here is a [website](#) that has helpful online resources that provide summaries of the style components.

**Your Individual Writing Assignment is worth 160 points and will contribute 20% to your final grade.**

### **Course Grades**

Your course grade will be based on the total points possible from the examinations (4 examinations at 100 points each = 400 points), discussion participation (8 discussions at 25 points each = 200 points), individual writing assignment (160 points), and quizzes (8 quizzes at 5 points each = 40 points).

The course grades will be based on the following grading scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, and F = 0-59%.

### **Course Schedule**

#### ***Module 1: Introduction and Basic Concepts***

- Week 1: Introduction & Review of Physiological Psychology
  - Chapters 1, 3, 4, 5 and Quiz 1
- Week 2: The Influence of Drugs on Behavior
  - Chapter 6 and Discussion 1
- Week 3: Imaging the Brain’s Activity & Neuropsychological Assessment
  - Chapters 7, 28, Discussion 2, and Quiz 2
- Week 4: Exam 1
  - Exam 1

***Module 2: Sensory, Motor, and Neocortex***

- Week 5: Organization of the Sensory and Motor Systems
  - Chapters 8, 9, Discussion 3, and Quiz 3
- Week 6: Principles of Neocortical Function
  - Chapter 10, Discussion 4, and Quiz 4
- Week 7: Cerebral Asymmetry & Variations in Cerebral Asymmetry
  - Chapters 11, 12, Discussion 5, and Quiz 5
- Week 8: Exam 2
  - Exam 2

***Module 3: Lobes, Networks, and Higher Neural Functions***

- Week 9: Neural Function of the Lobes
  - Chapters 13, 14, 15, 16 and Quiz 6
- Week 10: Neural Networks & Disconnection Syndromes
  - Chapter 17 and Discussion 6
- Week 11: Higher Neural Functions
  - Chapters 18, 19, 20, 21, 22, Discussion 7, and Quiz 7
- Week 12: Exam 3
  - Exam 3

***Module 4: Brain Development, Plasticity, & Disorders***

- Week 13: Brain Development & Neurodevelopmental Disorders
  - Chapters 23, 24 and Quiz 8
- Week 14: Plasticity, Recovery, and Rehabilitation of the Adult Brain
  - Chapter 25 and Discussion 7
- Week 15: Neurological and Psychiatric Disorders
  - Chapters 26, 27 and Discussion 8
- Week 16: Exam 4 & Individual Writing Assignment
  - Individual Writing Assignment and Exam 4

**Example Articles (for Discussions)**

This section contains example articles for the discussions:

- Vieira, Á, Melo, C., Machado, J., et al. (2016). Virtual reality exercise on a home-based phase III cardiac rehabilitation program, effect on executive function, quality of life and depression, anxiety and stress: A randomized controlled trial. *Disability and Rehabilitation: Assistive Technology*, 13(2), 112-123.
- Unschuld, P. G., Buchholz, A. S., Varvaris, M., et al. (2014). Prefrontal brain network connectivity indicates degree of both schizophrenia risk and cognitive dysfunction. *Schizophrenia Bulletin*, 40(3), 653-664.

- Kearns, N. T., Villarreal, D., Cloutier, R. M., et al. (2018). Perceived control of anxiety as a moderator in the relationship between sensitivity and problematic alcohol use among adolescents. *Journal of Adolescence*, 63, 41-50.
- Haggard, P., Iannetti, G. D., & Longo, M. R. (2013). Spatial sensory organization and body representation in pain perception. *Current Biology*, 23, R164-R176.
- Fogassi, L. (2011). The mirror neuron system: How cognitive functions emerge from motor organization. *Journal of Economic Behavior & Organization*, 77, 66-75.
- Brown, S. P. & Hestrin, S. (2009). Cell-type identity: A key to unlocking the function of neocortical circuits. *Current Opinion in Neurobiology*, 19, 415-421.
- Oertel-Knöchel, V. & Linden, D. E. J. (2011). Cerebral asymmetry in schizophrenia. *The Neuroscientist*, 17(5), 456-467.
- Uddin, L. Q. (2011). Brain connectivity and the self: The case of cerebral disconnection. *Consciousness and Cognition*, 20, 94-98.
- Delgado-Garcia, J. M. (2015). Cajal and the conceptual weakness of neural sciences. *Frontiers in Neuroanatomy*, 9(128), 1-9.
- Ghazale, H., Ramadan, N., Mantash, S., et al. (2018). Docosahexaenoic acid (DHA) enhances the therapeutic potential of neonatal neural stem cell transplantation post-traumatic brain injury. *Behavioural Brain Research*, 340, 1-13.
- Briana D. D. & Malamitsi-Puchner, A. (2018). Developmental origins of adult health and disease: The metabolic role of BDNF from early life to adulthood. *Metabolism*, 81, 45-51.
- Sidaros, A., Engberg, A. W., Sidaros, K., et al. (2008). Diffusion tensor imaging during recovery from severe traumatic brain injury and relation to clinical outcome: A longitudinal study. *Brain*, 131, 559-572.
- Karatzias T., Howard, R., Power, K., et al. (2017). Organic vs. functional neurological disorders: The role of childhood psychological trauma. *Child Abuse & Neglect*, 63, 1-6.
- Klengel, T., Binder, E. B., et al. (2015). Epigenetics of stress-related psychiatric disorders and gene X environment interactions. *Neuron*, 86(6), 1343-1357.

### Selected Websites

This section contains a list of professional organization websites that are related to the content and topics that are covered in this course.

- [National Academy of Neuropsychology](#)
- [The American Board of Clinical Neuropsychology](#)

- [The American Academy of Clinical Neuropsychology](#)
- [Association of Neuropsychological Students and Trainees](#)
- [The Society for Clinical Neuropsychology](#)
- [International Neuropsychological Society](#)

## **Course Policies**

### ***Late Assignments and Quizzes***

Students will be penalized one letter grade per day for late writing assignments, including papers submitted after the noon PT deadline on the due date. Writing assignments that are not completed will be scored as “zero.” No extra credit assignments will be given. Quizzes must be taken on the dates assigned; no alternative quizzes will be provided. If no discussion posts are provided by the deadline for a particular module, a score of “zero” will be entered.

### ***Proper Citations of Other’s Work***

Be sure to include **citations** within the body of your assignments and presentations *and* **references** at the end to avoid **plagiarism**.

- Per American Psychological Association standards, any facts, data, information, etc., that you did not discover on your own through research undertaken in your own laboratory, must be cited and referenced.
- Even if information is reworded (into your own words) you must give credit to the person who discovered and/or reported the facts.
- If you have questions about what is and what is not plagiarism, you may find this [plagiarism website](#) helpful

## **University Resources and 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](#). 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](#), 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](#).



### ***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.

### ***Disability Resource Center (DRC)***

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, 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](#).

### ***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](#), 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](#), 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. You can also [ask the library staff](#) questions via chat and text message.

***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.

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](#), 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](#), 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](#).

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.