

**PBH 205-10XX Online**

**UNIVERSITY OF NEVADA LAS VEGAS**

**School of Public Health**

**Spring 2022**

Item	Detail(s)
Office Location:	
Office Hours:	
Phone:	
Email:	
Contact Preference:	

**Course Description**

Epidemics, chronic disease, workplace hazards, bioterrorism, pollution, second hand smoke, and violence are all public health problems. This course will introduce students to the growing and broad field of public health and public health concepts with a focused look at the core areas of environmental health, epidemiology, population health, and health promotion. Various components of the course aim to stimulate learning about the history and milestones of public health, as well as new and current issues facing public health. This course is designed to lay the groundwork for all future coursework and introduce students to specialty areas within public health. University Undergraduate Learning Objectives will be emphasized and reinforced throughout this course. 3 Credits

**Course Prerequisites**

ENG 101, ENG 102, First Year Seminar

**Course Objectives**

1. Explain the impact of pivotal historic events in public health (UULO 1.2, 4.1)
2. Describe social determinants of health and the impact they have on individual and population health (UULO 1.2, 4.2)
3. Assess community health status using the basic tools of public health inquiry (UULO 2.2, 2.3, 2.4)
4. Analyze community health problems for their determinants and contributing factors (UULO 2.2, 2.3, 2.4)
5. Effectively communicate (oral presentation and written report) the key concepts of one current event in public health (UULO 3.1, 3.3, 3.5)
6. Summarize the influence of culture and place (locally and globally) on patterns of health and health disparities (UULO 4.2, 4.3)
7. Discuss the role of government and public policy in promoting and protecting public health (UULO 5.1, 5.4)
8. Communicate (in writing and orally) his/her own thoughts, feelings and assumptions by reflecting on the experiences of others (UULO 3.1, 3.3, 3.5, 4.2, 4.3, 4.6, 5.1).

## University Undergraduate Learning Objectives

1. **Intellectual Breadth and Lifelong Learning** – Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning.
2. **Inquiry and Critical Thinking** – Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.
3. **Communication** – Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession.
4. **Global/Multicultural Knowledge and Awareness** – Graduates will have developed knowledge of global and multicultural societies, and an awareness of their place in and effect on them.
5. **Citizenship and Ethics** – Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.

## Textbook and Required Readings

**This course has a heavy reading requirement.** You will read two non-fiction books, *The Immortal Life of Henrietta Lacks* and *The Ghost Map*. In addition, for each module, you will have chapter(s) from the text (*Introduction to Public Health*) and sometimes an article or webpage to read to familiarize yourself with the material or learning activity.

### Required Readings:

#### TEXTBOOK:

Schneider, M.J. (2021). *Introduction to public health* (6th ed.). Sudbury, MA: Jones and Bartlett Publishers. (White Cover)

NOTE: Online access to additional materials is NOT required for this course.

#### NON-FICTION BOOKS (2):

Johnson, S. (2006). *The ghost map: The story of London's most terrifying epidemic--and how it changed science, cities, and the modern world*. New York, NY: Penguin Group.

Skloot, R. (2010). *The immortal life of Henrietta Lacks*. New York, NY: Crown Publishing Group.

#### JOURNAL ARTICLES AS ASSIGNED

## Library, Research and Writing Resources

**This course has a heavy writing requirement.** You will write a total of 20 pages, spread across seven assignments. Assignments will require references and in-text citations. They will be checked for similarity and

possible academic misconduct using Turnitin software. Please familiarize yourself with the following resources to maximize your success:

- [UNLV Writing Center](#)
- [Xan Goodman, UNLV Nursing, Integrated Sci & Public Health Librarian](#)
- [Purdue OWL: APA Style, Introduction](#)
- [UNLV Office of Student Conduct: Academic Misconduct, plagiarism policies](#)

## Evaluation Methods

### Assignment Types and Point Value

Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor **in writing by the end of late registration**. Your participation and cooperation are appreciated.

Assignment Category	Number*Points=Total Points	Percent (Approximately)
Learning APA Assignment	1*5=5	1%
Discussions	13*5=65	16%
Minor Assignments	6*10=60	15%
Exams (midterm/final)	50*2=100	24%
Major Writing Assignments	15*4=60	15%
Reflection Papers	30*2=60	15%
Final Research Paper/Presentation	40+20=60	15%
<b>Total</b>	410	~100%

Specific assignment descriptions and criteria for success can be found in the Canvas course.

### *Discussions*

Most weeks, students will be required to participate in an online class discussion about the course content. Requirements include:

- Posting one original discussion response that addresses all parts of the prompt, is thoughtful, and connects to the course material.
- Responding meaningfully to at least 2 peers.

### *Minor Assignments*

Students are expected to complete a minor assignment during most course modules. The 10 minor assignments may include watching documentaries or reading other assigned materials related to the course content and completing associated questions.

## *Exams*

There will be two exams worth 50 points each, a midterm and a final exam. They will focus on core concepts and terminology from the lectures and the textbook.

## *Major Written Assignments*

You will have 4 written assignments, each 2 pages, on the following topics:

- Major Assignment #1: What Is Public Health?
- Major Assignment #2: History of Public Health
- Major Assignment #3: Epidemiology
- Major Assignment #4: Social Determinants of Health

## **Guidelines for ALL Writing Assignments (including Reflection Papers and Research Paper):**

As per UNLV second-year seminar requirements, this course has a heavy written component. There are four major assignments, two reflection papers, and a final research paper and presentation. You are expected to complete every assignment. Assignments must be uploaded to Canvas and will be checked for plagiarism using Turnitin.

- All assignments should be in an organized, cohesive essay format with an introductory and concluding paragraph. You must address all parts of the assignment prompt.
- All written assignments should be typed, DOUBLE-SPACED, with 1-inch margins, size 12 font, and either Times New Roman or Arial font type.
- HEADER: Use the “insert header” tab in Word to include 3 lines, SINGLE-SPACED: Your name, the date, and the assignment title.
- REFERENCES and IN-TEXT CITATION are required for EVERY major writing assignment. The Reference list should be included at the end, and does not count towards page count. Use academic sources, including peer-reviewed sources, .gov or .edu websites.
- Use APA style (guidelines provided in WebCampus) for references and in-text citations. You do NOT need title pages or abstracts.
- Spelling, mechanics, word selection (correct use of words), and grammar count for major writing assignments.
- All assignments must meet the minimum page length requirements (either 2 or 4) to earn full credit. Consider going 1-2 lines onto the next page to be sure you do not lose points.
- LATE WORK: 10% will be deducted for each day late; assignments will ONLY be accepted up to 4 days late; after that the assignment will receive a zero.

## *Reflection Papers*

You will write two personal reflection papers, one about “The Immortal Life of Henrietta Lacks” and the other about “Ghost Maps.” Reflection papers should be in first person voice (e.g. I felt, I thought, it reminded me, etc.) Do not give a plot summary BUT provide enough details/examples from the book to demonstrate that you read it. Do not use websites that provide summaries of the books; you must read the books yourself.

Papers should **loosely answer some** of the following questions, not necessarily in order.

- What was the author’s main objective for writing this book?
- Why do you think it has been assigned for this public health course?
- What emotions did you feel personally about what you read?
- What information did you learn or find most interesting? Least interesting?
- What information did you find surprising? Why?
- How does this book relate to other books you have read/movies you have seen/ things you have learned?
- After reading the book, in what way has your view of the world changed, if at all?

## *Final Research Paper & Presentation*

The purpose of this assignment is to help you effectively communicate in writing and orally about a modern public health problem/concern (examples: teen smoking, diabetes, food insecurity, suicide, etc.). This assignment should be thoroughly referenced, with a minimum of 5 **quality** references.

As a research paper, it should NOT be written in first person, but rather objectively. (Do NOT include “I” statements; do not include personal anecdotes or opinions. Think about this format: Fact (cite), fact (cite), fact (cite).

You will write a research paper (minimum 4 pages) and do a class presentation (approximately 5-7 minutes, uploaded to YouTube and posted for peers) about the selected issue. Both the paper and presentation should include the following:

- Describe the problem/disease/condition, including why it is important to public health.
- Present epidemiological facts, such as incidence, mortality, prevalence, counts, rates, disparities by sex, age, education, etc. Do NOT choose a topic for which you cannot find the NUMBERS.
- Describe what can be/has been done to improve the problem, including public health prevention strategies (include primary, secondary, and tertiary, if possible as well as existing public health programs, if relevant.)

## **Assessment of Grades**

**Final grades will be rounded at the end of the semester.**

*Ex. 89.6 would earn an A-; 89.4 would earn a B+.*

Grade	%	Expectations/Evaluation Criteria
A	94-100	Student demonstrates mastery of the concepts; completes all assignments with a high degree of effort and skill; shows initiative and goes well beyond the minimum requirements; has excellent attendance; consistently participates and contributes
A-	90-93	Student understands and integrates terms and concepts; completes all assignments with a moderate level of effort and skill; has attended almost every class and is an active participant
B+	87-89	Student understands the core concepts; completes all assignments at an acceptable level and shows willingness to improve skills; has attended most classes and usually participates

Grade	%	Expectations/Evaluation Criteria
<b>B</b>	<b>83-86</b>	Student understands the core concepts; completes the minimum work required; has attended most classes and occasionally participates/contributes
<b>B-</b>	<b>80-82</b>	Student understands most of the core concepts; completes the minimum work required; has attended most classes and occasionally participates/contributes
<b>C+</b>	<b>77-79</b>	Student does not understand all of the core concepts; does not complete the minimum work required; has attended most classes but does not participate/contribute often
<b>C</b>	<b>73-76</b>	Same as above
<b>C-</b>	<b>70-72</b>	Same as above
<b>D</b>	<b>60-69</b>	Student does not understand many of the core concepts; does not complete the minimum work required; does not attend most classes and does not participate/contribute
<b>F</b>	<b>&lt;60</b>	Student has not performed at the level acceptable for this course

## Course Agenda/Schedule

*Note:* The instructor reserves the right to make changes to the syllabus and schedule as needed.

MODULE# -NAME	DATES Mon-Sun	READING ASSIGNMENTS	WRITTEN ASSIGNMENTS	DATE DUE <small>Time Due: 11:59pm on Canvas</small>
Module 1 – Introduction to Public Health	Week 1 1/18 - 1/23	Review Syllabus	Discussion #1	Thursday, Jan. 20, 2022**
		Read Text: Chs. 1,2,3	Minor Assignment #1	Saturday, Jan. 22, 2022
			Syllabus & Academic Integrity Quiz	Saturday, Jan. 22, 2022
			APA Basics- Reflection Assignment	Tuesday, Jan. 25, 2022
Module 2 – Historical Perspectives	Week 2 1/24 - 1/30	Read Henrietta Lacks: Chs. 1-6	Discussion #2	Thursday, Jan. 27, 2022**
			Major Assignment #1	Saturday, Jan. 29, 2022
Module 3 – Epidemiology	Week 3 1/31 - 2/6	Read Text: Chs. 4,5,6	Discussion #3	Thursday, Feb. 3, 2022**
		Read Henrietta Lacks: Chs. 7-11	Minor Assignment #2	Saturday, Feb. 5, 2022
			Major Assignment #2	Saturday, Feb. 5, 2022
Module 4 – Biostatistics & Data in Public Health	Week 4 2/7 - 2/13	Read Text: Chs. 7,8	Discussion #4	Thursday, Feb. 10, 2022**
		Read Henrietta Lacks: Chs. 12-17	Minor Assignment #3	Saturday, Feb. 12, 2022

MODULE# -NAME	DATES Mon-Sun	READING ASSIGNMENTS	WRITTEN ASSIGNMENTS	DATE DUE <small>Time Due: 11:59pm on Canvas</small>
Module 5 – Determinants of Health	Week 5 2/14 - 2/20	Read Text: Chs. 13,14	Discussion #5	Thursday, Feb. 17, 2022**
		Read Henrietta Lacks: Chs. 18-22	Minor Assignment #4	Saturday, Feb. 19, 2022
Module 6 – Infectious Diseases	Week 6 2/21 - 2/27	Read Text: Chs. 9,10	Minor Assignment #5	Saturday, Feb. 26, 2022
		Read Henrietta Lacks: Chs. 23-27	Major Assignment #3	Saturday, Feb. 26, 2022
Module 7 – Midterm	Week 7 2/28 - 3/6	Read Henrietta Lacks: Chs. 28-32	<b>Midterm Exam</b>	<b>Opens Feb 28, 2022 Due Mar. 5, 2022</b>
			Discussion #6	Thursday, Mar. 3, 2022**
Module 8 – Chronic Diseases and Mental Health	Week 8 3/7 - 3/13	Read Text: Chs. 11,19	Discussion #7	Thursday, Mar. 10, 2022**
		Read Henrietta Lacks: Chs. 33-38	Minor Assignment #6	Saturday, Mar. 12, 2022
<b>Spring Break</b>	Spring Break 3/14 - 3/20			
Module 9 – What Really Determines our Health?	Week 9 3/21 - 3/27	Read Text: Chs. 15,16	Discussion #8	Thursday, Mar. 24, 2022**
		Read Henrietta Lacks: Epilogue	Minor Assignment #7	Saturday, Mar. 26, 2022
			Major Assignment #4	Saturday, Mar. 26, 2022
Module 10 – Injury	Week 10 3/28 - 4/3	Read Text: Ch.17	Discussion #9	Thursday, Mar. 31, 2022**
		Read Ghost Maps: Preface & Ch. 1	Minor Assignment #8	Saturday, Apr. 2, 2022
			<b>Reflection Paper #1 Henrietta Lacks</b>	<b>Saturday, Apr. 2, 2022</b>
Module 11 – Environmental Health	Week 11 4/4 - 4/10	Read Text: Chs. 20,21, 22,23,24	Discussion #10	Thursday, Apr. 7, 2022**
		Read Ghost Maps Chs. 2,3	Minor Assignment #9	Saturday, Apr. 9, 2022
Module 12 – Health Care and Public Health	Week 12 4/11 - 4/17	Read Text: Chs. 26, 27, 28	Discussion #11	Thursday, Apr. 14, 2022**
		Read Ghost Maps: Chs. 4, 5	<b>Research Paper</b>	<b>Saturday, Apr. 16, 2022</b>

MODULE# -NAME	DATES Mon-Sun	READING ASSIGNMENTS	WRITTEN ASSIGNMENTS	DATE DUE <small>Time Due: 11:59pm on Canvas</small>
Module 13 – World Population Growth; Aging and Future of Public Health	Week 13 4/18 - 4/24	Read Text: Chs. 25, 29, 31	Discussion #12	Thursday, Apr. 21, 2022**
		Read Ghost Maps: Chs. 6, 7	<b>Research Presentation</b>	<b>Saturday, Apr. 23, 2022</b>
Module 14 – Presentations	Week 14 4/25 - 5/1	Read Ghost Maps: Chs. 8, 9	Minor Assignment #10	Saturday, Apr. 30, 2022
Module 15 – Study Week	Week 15 5/2 - 5/8	Study for Final Exam	Discussion #13	Thursday, May 5, 2022**
			<b>Reflection Paper #2 Ghost Maps</b>	<b>Saturday, May 7, 2022</b>
Module 16 – Final Exam	Week 16 5/9 - FRI 5/13	Final Exam	<b>Final Exam</b>	<b>Opens May 9, 2022 Due May 13, 2022</b>

**\*\*For all weekly discussions, initial post is due on Thursdays, 11:59pm. Response posts are due on Saturdays, 11:59pm**

## UNLV Policies

UNLV Current Policies can be found on the link and written below: <https://www.unlv.edu/policies/current-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), <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), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](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), <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

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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](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

## Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (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), <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), <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), <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](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) 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](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) 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.

## Rebemail

Rebemail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebemail accounts. Rebemail 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 Rebemail 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), <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

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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/), <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), <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.

## **UNLV Land Acknowledgement**

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.