

**PBH 360: Research Methods; Section 1002
SPRING 2021 SYLLABUS**

INSTRUCTOR xxx
PREREQUISITES PBH 210
UNITS 3
LECTURE TIME XXX
LECTURE LOCATION XXX
INSTRUCTION DATES XXX
INSTRUCTOR OFFICE

INSTRUCTOR OFFICE HOURS XXX

INSTRUCTOR COMMUNICATION Contact the instructor for additional appointment times if these times do not work.

TEXTBOOK & REQUIRED READINGS

Jacobsen, K. H. (2021). *Introduction to health research methods*. (3rd ed.). Burlington, MA: Jones and Bartlett Learning. ISBN: 9781284197563

Other journal article readings embedded in the Modules (all under public domain).

COURSE INFORMATION

CATALOG DESCRIPTION

This course provides an introduction to the fundamentals of research study design and methods and data collection. It serves as an introduction to quantitative, qualitative, mixed method and participatory approaches to research, as well as ethical issues in conducting research. Through the mix of texts, articles from the public health literature, and course work, students will build skills for conducting research and evaluation in public health.

COURSE GOALS:

- Conceptualize a research project from start to finish (2.2, 3.1, 3.2)
- Develop a research paper (2.2, 3.1, 3.2)
- Effectively use the tools of research design, data collection, and analysis (2.3)
- Present research (3.3, 3.5)
- Understand what it means to be an ethical researcher and conduct ethical research (5.6)

PUBLIC HEALTH LEARNING OBJECTIVES:

- Gain intellectual and practical skills practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
- Experience integrative and applied learning demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

IMPORTANT NOTES TO ALL STUDENTS

Syllabus Revisions

The syllabus is subject to change by the instructor at any time during the course. Any changes will be announced in class and/or on Canvas. It is the *student's* responsibility to attend class and/or read announcements on Canvas for notification of changes to the syllabus.

Class Expectations

There will be weekly skill-building activities and materials to review. Additionally, either an assignment or discussion participation via Canvas will be required to support your mastery of key concepts in this course.

Class Structure

At the start of the course, all course materials would be made available. Lectures, reading assignments, etc. will remain available throughout the semester.

Accreditation

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.

ASSESSMENT OF GRADES

94-100% = A, 89-93% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 73-76% = C, 70-72% = C-, 60-69% = D, 0-59% = F

COURSE EVALUATION

There will be a total of five assignments. There are no exams in this course.

Assignment #	Description	Points (%)
1	Annotated Bibliography, Summarization of Problem Statement and Significance	200 (20%) + 40 Extra credit (4%)
2	Specific Aims, Nature of the Study including explication of the Design	200 (20%)
3	Explication of Data Collection & Data Analysis Approach including Ethical Considerations	200 (20%)
4	Discussion Forum postings for Modules #2, 8, 11, & 23 (Total 4 graded for 50 points each)	200 (20%)
5	Final Research Paper and Presentation	200 (20%) + 60 Extra credit (6%)
Total		1,000 (100%)

In addition, students who attend and participate in class regularly (as documented by 90% or more attendance during random roll calls in WebEx by the instructor) will receive an adjustment by one letter grade (e.g. if earning B+ will receive A-) at the end of the course.

COURSE ASSIGNMENTS

Assignment #1: Annotated Bibliography, Summarization of Problem Statement and Significance (200 points): Students will be required to identify a topic for research within public health (such as studying the association of physical activity on hypertension in Hispanic Americans, effect of a health education intervention on promoting consumption of water instead of sugar sweetened beverages among college students, effect of a marijuana policy on its recreational use among older adults, etc.) In choosing the topic, please have at least two variables: one that explains (independent variable) and one that is being explained (dependent variable) and specify a target population. This will be explained in the initial classes. Also explained in the initial classes will be how to choose key words in conducting a database search. For this assignment, using at least three databases (MEDLINE, CINAHL, Google Scholar etc.) the student will prepare an **annotated bibliography** of at least 10 recent references (preferably within the past 5 years, listed in APA style 7th ed.). References should pertain to the **problem** (including gap in the literature), **significance** of the study, and **previous studies** on the topic. The assignment will include: Annotated bibliography, Problem statement – synthesized in one page, & Significance synthesized in one page – Total length of entire assignment not to exceed 7-8 **double spaced typed pages**. **Extra credit:** Additionally, include references in AMA style (40 points) **Due date: February 18, 2021.**

The following **rubric** will be used to grade the assignment:

Attribute	Rating				
	Excellent <i>Exemplary</i> (38-40)	Good <i>Proficient</i> (35-37)	Fair <i>Marginal</i> (30-34)	Poor <i>Needs Development</i> (25-29)	Inadequate <i>Not Acceptable</i> (5-24)
Quality of Search					

Annotated Bibliography					
Problem Statement					
Significance of the Study					
References in APA Style					
Bonus (Extra credit -- Optional to do): Additionally include References in AMA Style					
Total (incl. Bonus)					

Assignment #2: Specific Aims, Nature of the Study including explication of the Design (200 points):

In this assignment the student will identify whether quantitative or qualitative or mixed methods approach will be used. For quantitative studies, the student will clearly identify the independent and dependent variables. Identify the chosen design and discuss its rationale. For qualitative studies, the student will clearly detail the context, paradigm, and basic methodology. Be sure to include a rationale. For mixed methods studies, the student will elaborate the variables and the context, paradigm, and basic methodology. Be sure to include a rationale. There is a limit of two double spaced typed pages for this assignment. **Due date: March 4, 2021.**

The following rubric will be used to grade the assignment:

Attribute	Rating				
	Excellent <i>Exemplary</i> (38-40)	Good <i>Proficient</i> (35-37)	Fair <i>Marginal</i> (30-34)	Poor <i>Needs Development</i> (25-29)	Inadequate <i>Not Acceptable</i> (5-24)
Specific aims					
Alignment of the specific aims with the chosen approach					
Design for quantitative studies/ Context etc. for qualitative studies					
Rationale					
Overall					

impression					
Total					

Assignment #3: Explication of Data Collection & Data Analysis Approach including Ethical Considerations (200 points): In this assignment, the student will identify the ethical considerations, method(s) of data collection (interview, self-administered survey, focus group discussions, CBPR, etc.), recruitment strategy, data recording procedures, if using interviews selection and training of interviewers, any supplemental methods, etc. Please be sure to include data analysis approach as appropriate for either quantitative or qualitative study. Please also include a Gantt chart showing the timeline for completion of the project. There is a limit of four double spaced typed pages for this assignment. **Due Date: April 20, 2021.**

The following **rubric** will be used to grade the assignment:

Attribute	Rating				
	Excellent <i>Exemplary</i> (38-40)	Good <i>Proficient</i> (35-37)	Fair <i>Marginal</i> (30-34)	Poor <i>Needs Development</i> (25-29)	Inadequate <i>Not Acceptable</i> (5-24)
Ethical considerations					
Method of data collection					
Recruitment strategy, data recording, training, etc.					
Time line (Gantt chart)					
Data analysis approach					
Total					

Assignment #4: Discussion Forum postings for Modules #2, 8, 11, & 23; 4 for 50 points each: In this assignment, the student will make postings in the Discussion Forum of Canvas. The first posting will be **primary**, followed by **secondary posting** that will include asking questions or providing comments to other postings, and finally will be **tertiary postings** which will entail responses to comments and questions posed to the student. Guidelines for making postings are provided in Canvas. **Module #2** requires discussion on potential research questions for the final assignment. **Module #8** requires discussion of critical analysis of a public health study based on a cross-sectional survey. **Module #11** requires a discussion of critical analysis of an experimental study in public health. **Module #23** requires discussion of critical analysis on the application of regression in inferential statistics. Please use scholarly language and references in APA style (7th ed.) in completing primary postings. **Due dates: #4a or Module #2: January 21, 2021; #4b or Module #8: February 11, 2021; #4c or Module #11: February 23, 2021; #4d or Module #23: April 13, 2021.**

The following **rubric** will be used to grade the assignment:

Attribute	Rating				
	Excellent <i>Exemplary</i> (9-10)	Good <i>Proficient</i> (7-8)	Fair <i>Marginal</i> (5-6)	Poor <i>Needs Development</i> (3-4)	Inadequate <i>Not Acceptable</i> (1-2)
Clarity of primary posting					
Coverage of all aspects asked for discussion					
Clarity of Secondary posting					
Clarity of tertiary posting					
Timely posts					
Total					

Assignment #5: Final Research Paper and Presentation (200 Points): In this assignment, the student will synthesize previous work and develop a final research paper **and** make a class presentation of 15-20 minutes using a poster or PP slides. In synthesis the following subheadings should be used:

- **Title page:** Including a succinct title as per APA guidelines
- **Abstract:** 250 word unstructured summary of your entire proposal
- **Problem Statement:** Detailing the effects of the issue on morbidity/ mortality/ quality of life with references. Identifying the gap in the literature that the proposed study addresses.
- **Specific Aims:** Detailing the objective(s) of the proposed study. Refined on previous feedback.
- **Nature of the study:** Identifying whether quantitative or qualitative or mixed methods. Refined based on previous feedback.
- **Significance of the study:** Detailing the impact of the proposed study on theory, research, practice, public health, and/or profession. Refined based on previous feedback.
- **Research questions/hypotheses:** Clearly identifying what the proposed study will test. Including statistical hypotheses for quantitative studies. Refined based on previous feedback.
- **Data collection methods:** Details of sampling, recruitment, consent, identifying if already existing tools/data will be used or a plan for developing new tools, ethical considerations, and timeline (using Gantt Chart). Refined based on previous feedback.
- **Data analysis approach:** Detailing the data management, software to be used (SAS, STATA, R, SPSS, N-Vivo etc.), statistical tests to be employed for quantitative and mixed methods studies, and analytical protocols to be used for qualitative studies. Refined based on previous feedback.
- **References:** In APA style (7th ed.) not more than 15.

The final paper will be worth 100 points and the presentation will be worth 100 points. *There will be a provision of 60 extra credit points in which the student will have to present either a narrative review or the completed project based on the selected topic at the UNLV Office of Undergraduate Research (OUR) Research Symposium).* **Due date: Staggered over last five days of the course (specific date TBA)**

The following **rubric** will be used to grade the assignment:

Attribute	Rating				
	Excellent <i>Exemplary</i> (19-20)	Good <i>Proficient</i> (16-18)	Fair <i>Marginal</i> (12-15)	Poor <i>Needs Development</i> (8-11)	Inadequate <i>Not Acceptable</i> (1-7)
A. Written Problem statement					
Specific aims & Nature					
Significance					
Data collection & analysis					
References in APA style					
B. Presentation Adequacy of PP slides/ poster					
Clarity of PP slides/poster					
Confidence in presentation					
Time management					
Ability to answer questions					
Bonus (extra credit – optional to do: if presented mid semester at <i>OUR UG Research Symposium</i> : 60 points (rating multiplied by 3)					
Total (including bonus)					

TENTATIVE COURSE SCHEDULE

Class #	Date/Module	Topic	Assignment	Readings
1.	1/19/2021; Tuesday Module 1	Introduction to Public Health Research	- Skill-building activity for Module 1 (Ungraded)	Chapter 1
2.	1/21/2021; Thursday Module 2	Selecting a Research Question	- Skill-building activity for Module 2 (Assignment #4a: Discussion Forum Posting: Graded for 50 points)	Chapter 2
3.	1/26/2021; Tuesday Module 3	Reviewing the Literature	- Skill-building activity for Module 3 (Ungraded: Start work on Assignment #1)	Chapters 3, 36
4.	1/28/2021; Thursday Module 4	Specific Aims	- Skill-building activity for Module 4 (Ungraded)	Chapter 4
5.	2/2/2021; Tuesday Module 5	Professional Development and Authorship	- Skill-building activity for Module 5 (Ungraded)	Chapters 5, 6
6.	2/4/2021; Thursday Module 6	Overview of Study Designs	- Skill-building activity for Module 6 (Ungraded)	Chapter 7
7.	2/9/2021; Tuesday Module 7	Case Series	- Skill-building activity for Module 6 (Ungraded)	Chapter 8
8.	2/11/2021; Thursday Module 8	Cross-sectional studies	- Skill-building activity for Module 8 (Assignment #4b: Discussion Forum Posting: Graded for 50 points)	Chapter 9
9.	2/16/2021; Tuesday Module 9	Case Control Studies	- Skill-building activity for Module 9 (Ungraded)	Chapter 10
10.	2/18/2021; Thursday Module 10	Cohort Studies	- Skill-building activity for Module 10 (Ungraded) - Assignment #1: Annotated Bibliography, Problem Statement & Significance of the study due (Graded for 200 points)	Chapter 11

11.	2/23/2021; Tuesday Module 11	Experimental Studies	- Skill-building activity for Module 11 (Assignment #4c: Discussion Forum Posting: Graded for 50 points)	Chapter 12
12.	2/25/2021; Thursday Module 12	Qualitative Studies	- Skill-building activity for Module 12 (Ungraded)	Chapter 13
13.	3/2/2021; Tuesday Module 13	Correlational Studies	- Skill-building activity for Module 13: Preparation for Assignment #2 (Ungraded)	Chapter 14
14.	3/4/2021; Thursday Module 14	Writing a Research Protocol	- Skill-building activity for Module 14: Preparation for Assignment #3 (Ungraded) - Assignment #2: Specific aims & Nature of the study due (Graded for 200 points)	Chapter 16
15.	3/9/2021; Tuesday Module 15	Ethical Considerations	- Skill-building activity for Module 15: Preparation for Assignment #3 (Ungraded)	Chapters 17, 18
16.	3/11/2021; Thursday Module 16	Population Sampling	- Skill-building activity for Module 16: Preparation for Assignment #3 (Ungraded)	Chapters 19, 20
--	<i>3/16/2021; Tuesday & 3/18/2021; Thursday</i>	<i>Spring Break</i>	--	--
17.	3/23/2021; Tuesday Module 17	Instrument Development	- Skill-building activity for Module 17: Preparation for Assignment #3 (Ungraded)	Chapter 21
18.	3/25/2021; Thursday Module 18	Collecting Quantitative Data	- Skill-building activity for Module 18: Preparation for Assignment #3 (Ungraded)	Chapters 22, 24
19.	3/30/2021; Tuesday Module 19	Collecting Qualitative Data	- Skill-building activity for Module 19: Preparation for	Chapter 23

			Assignment #3 (Ungraded)	
20.	4/1/2021; Thursday Module 20	Data Management	- Skill-building activity for Module 20: Preparation for Assignment #3 (Ungraded)	Chapter 28
21.	4/6/2021; Tuesday Module 21	Descriptive Statistics	- Skill-building activity for Module 21: Preparation for Assignment #3 (Ungraded)	Chapter 29
22.	4/8/2021; Thursday Module 22	Inferential Statistics	- Skill-building activity for Module 22: Preparation for Assignment #3 (Ungraded)	Chapter 30
23.	4/13/2021; Tuesday Module 23	Regression Analysis	- Skill-building activity for Module 23 (Assignment #4d: Discussion Forum Posting: Graded for 50 points)	Chapter 31
24.	4/15/2021; Thursday Module 24	Qualitative Data Analysis	- Skill-building activity for Module 23: Preparation for Assignment #3 (Ungraded)	Chapter 32
25.	4/20/2021; Tuesday Module 25	Composing Posters and Presentations	- Assignment #3: Explication of Data Collection & Data Analysis Approach including Ethical Considerations due (Graded for 200 points) - Skill-building activity for Module 25: Preparation for Assignment #5 (Ungraded)	Chapter 34
26.	4/22/2021; Thursday Module 26	Composing an Article	- Skill-building activity for Module 25: Preparation for Assignment #5 (Ungraded)	Chapter 35
27.	4/27/2021; Tuesday Student presentations (1/5 th of the class)	Student Presentations	Assignment #5 due: Written & Presentation: Selected	--

			students (Graded for 200 points)	
28.	4/29/2021; Thursday Student presentations (1/5 th of the class)	Student Presentations	Assignment #5 due: Written & Presentation: Selected students (Graded for 200 points)	--
29.	5/4/2021; Tuesday Student presentations (1/5 th of the class)	Student Presentations	Assignment #5 due: Written & Presentation: Selected students (Graded for 200 points)	--
30.	5/6/2021; Thursday Student presentations (1/5 th of the class)	Student Presentations	Assignment #5 due: Written & Presentation: Selected students (Graded for 200 points)	--
31.	5/11/2021; Tuesday Student presentations (1/5 th of the class)	Student Presentations	Assignment #5 due: Written & Presentation: Selected students (Graded for 200 points)	--

The instructor reserves the right to modify the schedule and adjust the requirements and evaluation criteria for this course if necessary. Announcements regarding changes to the syllabus will be made during scheduled lectures and/or on Canvas and are your responsibility.

ADDITIONAL UNIVERSITY POLICIES (<https://www.unlv.edu/policies/current-policies>)

Public Health Directives

[Face coverings are mandatory for all faculty and students in the classroom](#). Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV 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, 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 Classes

~~Auditing a course allows a student~~ 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 pagers and cellular phones, or 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 most instruction to be delivered remotely starting on March 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

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 employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](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) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <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=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

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

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

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

College/School Dean, and/or the Faculty Senate Academic Standards Committee.

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

Rebelmail

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

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <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.