

<p style="text-align: center;">EDH 708: THE AMERICAN COMMUNITY COLLEGE Department of Educational Psychology and Higher Education University of Nevada, Las Vegas</p>

LOCATION & TIME

INSTRUCTOR

OFFICE

OFFICE HOURS

PREREQUISITES

REQUIRED TEXTS

- ❖ Selected readings posted on Canvas

COURSE SCOPE & RATIONALE

This course focuses on a uniquely American higher education institution: the community college, sometimes referred to as the two-year college. The community college is the point of entry or the point of return to higher education for many people. It can be a key step on the pathway towards the middle class for many low-SES students, first-generation college-goers, and under-represented students. Collectively, two-year colleges equal more than one-third of all non-profit higher education institutions and enroll about a third of all United States college students, including almost 60 percent of all undergraduates.

In spite of its importance in higher education, the community college is not well understood by many people. *What are the functions, values, and identities that make U.S. community colleges a distinctive institution?*

The primary purpose of this course is to develop an understanding of and appreciation for the two-year college in its various manifestations. To do so, we will examine the community college as an institutional type by examining its (1) history, (2) internal constituents (students, faculty, administrators and staff), (3) governance and finance (includes external constituencies), (4) functional curricular missions (general education/ transfer education, vocational education, remedial education, and community education), (5) societal missions, e.g., role in higher education, and (6) recurring and emerging issues.

By studying the community college as an institutional type, we will also gain a better understanding of what it would be like to work at and be a student in this type of institution, and we will also gain an understanding of what to examine when looking at a specific type of higher education institution.

Students who successfully complete this course should be able to do the following:

- (1) Describe the historical development of the two-year college as an educational institution within the United States.
- (2) Explain how community college students and faculty are similar to and different from four-year college students and faculty.
- (3) Discuss the diversity that exists among public community colleges because of variations in size, geographic location (rural, suburban, and urban), and state-level governance and funding methods.
- (4) Identify the four formal curricular missions of the community college and develop a position on their relative importance to the institution.
- (5) Develop a perspective on the societal missions of community colleges in the United States.
- (6) Identify some of the recurring and current issues facing two-year colleges.

ASSIGNMENTS

In addition to participating actively in class, each student will complete the following assignments:

- **Analytical Paper.** What are the key goals of the community college and how are these goals in conflict? Describe some ways these conflicts shape the experiences of either students, faculty, or leadership/administration? This analytical paper should be roughly 5-6 pages.
- **Physical Field Trip + Paper:** Observe the physical and social environment of a community college of your choice (one that you did not attend or do not work at). Take an assessment of the physical environment, and choose one spot on campus to sit for 45 minutes, observing the social environment. Submit a 2-to-3-page write-up of what you noticed. You will be allotted one class time to do this. You could choose to do this during one of our....
- **Group Field Trips to CSN (3 campuses). Dates TBD.** If you cannot join in on one of the group field trips, then please go to CSN on your own time and complete the self-guided tour.
- **Case Presentation (w/a partner):** You will be assigned an empirical research article and a partner and asked to orally present an overview of the case to class members. Your presentation should be no more than 15 minutes. Then you will lead the class in a 5-10-minute discussion or activity regarding the case. You should have complex, thought-provoking discussion questions prepared, such as: *“What are the potential unintended consequences of this policy/practice?”* *“Would all students be served?”* If the topic is better-suited for some kind of experiential activity (e.g., critiquing a website, looking at a syllabus, listening to an interview, etc.) then you may include that in the discussion activity.
 - **Please send me a draft of your presentation or talking points 24 hours beforehand.**
- **Term Paper: Exploring an Aspect of the Community College (Research Paper).** Write a scholarly-based paper on community colleges. Pick a research topic of your

choice (e.g., campus racist incidents, student-parents, presidential leadership, or student affairs) and explore this topic in the context of the community college. This is a multi-step assignment:

- 1) Identify a research question about this topic
- 2) Generate a list of 8-10 sources (journal articles, books, etc.)
- 3) Complete an annotated bibliography (~8-10 sources)
- 4) Complete a rough draft, and
- 5) Revise and resubmit a roughly-10-page final paper

GRADING

Assignment	Points
Analytical Paper	100
Field Trip (group or self-guided)	50
Physical Field Trip Write-up	50
Group Case Presentation	100
Final Paper	
<i>Research Topic</i>	10
<i>List of Sources</i>	10
<i>Annotated Bibliography</i>	25
<i>Rough Draft</i>	30
<i>Final Paper</i>	100
Class Participation	25
TOTAL	500

Grades will be based on total points possible and will be based on accumulated point totals of all course experiences. The percentage/letter grade exchange will be as follows:

100-94%	A	76-73%	C
93-90%	A-	72-70%	C-
89-87%	B+	69-67%	D+
86-83%	B	66-60%	D
82-80%	B-	59% & Below	
79-77%	C+		

Written Assignments

All writing assignments should be well organized and show evidence of thorough analysis of the topics and issues discussed. All papers should be typed, double-spaced, and use a 12-point font. They should be submitted in Canvas as word docs (.doc or .docx). In addition, all assignments must follow APA style (7th edition) including citations, reference sections, headings, etc. In evaluating written assignments, I look for the following criteria:

- A. Accuracy of information: Fact-based statements about current issues are accurate and would be agreed upon by others who are familiar with the literature discussed in this course (35% of grade).
- B. Completeness of response to the assignment: Paper responds to all parts of the assignment (35% of grade).
- C. Organization and coherence: Paper has introduction, body, and conclusion and does not contain irrelevant material; material is arranged in a logical manner and in a manner consistent with the norms of one's discipline (20% of grade).
- D. Appropriate grammar, punctuation, spelling, and disciplinary format (APA): Standard English and spelling are consistently used. Any errors are minor and few. More specifically, students need to use an analytical and linguistic level appropriate for graduate students. Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication (10% of grade).

COURSE REQUIREMENTS/POLICIES

1. **RESPECTING DIFFERENT VIEWS**. Students should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.
2. **BE PREPARED TO PARTICPATE IN CLASS** by completing the assigned readings and engaging in all classroom activities. The instructional format for the course is lecture and small/large group discussion. It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and in general, give evidence of having read the assigned materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the instructor's lectures, and guest speakers on selected topics.
3. **CLASS ATTENDANCE IS MANDATORY**. After two absences your grade will drop by one full letter grade. Please let me know if you will not be able to attend, and please do not hesitate to discuss any difficult circumstances with me that may affect your attendance. You are responsible for obtaining any class materials or notes from another student. If you are absent from a class when a written assignment is due, you are still responsible for submitting the written work on or before the day it is due.
4. **TARDINESS**: Please arrive on time. If you find yourself in the unavoidable position of entering the classroom LATE, please do so with MINIMAL amounts of disruption and noise.
5. **LATE ASSIGNMENTS**: I err on the side of grace during the pandemic (and even not during pandemics). But it's best to be in communication with me about late work.
6. **FOOD** is welcome in class, but please be certain to be tidy about your space and it should not detract from the activities of class.
7. **COLLEGIALITY**. In addition to completing the required course work, I encourage you to begin to look upon your classmates not simply as classmates, but as colleagues. Therefore, you are encouraged to begin to develop relationships with each other that will support discussion of your profession. It is only through networking and cooperation that we can truly grow and develop as professionals. This is predicated on the premise that

we each learn to respect, listen and encourage each other inside as well as outside of class.

EDH 708: THE AMERICAN COMMUNITY COLLEGE

Activities and Readings for FALL 2021

**Instructor reserves the right to make changes to readings with 7-day notice.*

Week	Date	A/Syn	Activities and Readings
1		S	Introductions Overview of the course History, Origins, and Purposes of the Community College
2		S	Students: Diverse Backgrounds, Purposes, and Outcomes Reed, S., Grosz, M., Kurlaender, M., & Cooper, S. (2021). A Portrait of Student Parents in the California Community Colleges. Hallett, R. E., & Freas, A. (2018). Community college students' experiences with homelessness and housing insecurity. <i>Community College Journal of Research and Practice</i> , 42(10), 724-739. [For further info, see: GAO Report: Food Insecurity and Inside Higher Ed] Ngo, F. & Hinojosa, J. K. (Accepted, forthcoming). Supporting undocumented community college students. <i>New Directions for Community Colleges</i> , 2021(196). Larson, D. (2015). Localizing prison higher education. <i>New Directions for Community Colleges</i> , 170, 9-17. https://ebookcentral-proquest-com.ezproxy.library.unlv.edu/lib/unlv/reader.action?docID=2075008&pg=5 <i>Special presentation: Elif Yucel – Systems-Impacted Students in CCs</i> <i>*Coffee & Community! Thursday 9/2 8:30-10:00am, Thrive Coffee</i>
3		A	Faculty Gonzales, L. D., & Ayers, D. F. (2018). The convergence of institutional logics on the community college sector and the normalization of emotional labor: A new theoretical approach for considering the community college faculty labor expectations. <i>The Review of Higher Education</i> , 41(3), 455-478. Bakley, A. L., & Brodersen, L. A. (2018). Waiting to become: Adjunct faculty experiences at multi-campus community colleges. <i>Community College Journal of Research and Practice</i> , 42(2), 129-145.

Assignment Due: 1-2 paragraphs on significance of research topic.
Due 9/9

- 4 S **Administration and Leadership**
Eddy, P. (2018). Expanding the leadership pipeline in community colleges: Fostering racial equity. *Teachers College Record*, 120(14), 1-18. <https://www-tcrecord-org.ezproxy.library.unlv.edu/Content.asp?ContentID=22374>
- Felix, E. R. (2021). Improving racial equity in community college: Developing a plan, implementing the vision. *Educational Evaluation and Policy Analysis*, 0162373721996729.
- Rodriguez, F. C. (2015). Why diversity and equity matter. Reflections from a community college president. *New Directions for Community Colleges*, 2015(172), 15-24.
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- 5 A **Finance**
Dowd, A. C., Rosinger, K. O., & Fernandez Castro, M. (2020). Trends and perspectives on finance equity and the promise of community colleges. *Higher Education: Handbook of Theory and Research: Volume 35*, 1-72.
- McKinney, L., & Hagedorn, L. S. (2017). Performance-based funding for community colleges: Are colleges disadvantaged by serving the most disadvantaged students?. *The Journal of Higher Education*, 88(2), 159-182.

Assignment Due: List of at least 8 sources due Sunday 9/26

- 6 S **Community College Teaching**
Grubb, W. N., & Worthen, H. (1999). *Honored but invisible: An inside look at teaching in community colleges*. Psychology Press. Chapter 1.
- Brownback, A., & Sadoff, S. (2020). Improving college instruction through incentives. *Journal of Political Economy*, 128(8), 2925-2972. [Skim]
- Cox, R. D. (2015). “You’ve got to learn the rules” A classroom-level look at low pass rates in developmental math. *Community College Review*, 43(3), 264-286.
- ***Case: Co-Requisite Model**
Avni, S., & Finn, H. B. (2021). Meeting the Needs of English Language Learners in Co-Requisite Courses at Community College. *Community College Journal of Research and Practice*, 45(8), 560-574.
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7	S	<p>Student Services Hatch, D. K., & Garcia, C. E. (2017). Academic advising and the persistence intentions of community college students in their first weeks in college. <i>The Review of Higher Education</i>, 40(3), 353-390.</p> <p>Maldonado, C. (2018). “Where your ethnic kids go”: How counselors as first responders legitimate proper course placements for community college students. <i>Community College Journal of Research and Practice</i>, 1-15.</p>
		<p>***Case: CUNY ASAP Strumbos, D., Linderman, D., & Hicks, C. C. (2018). Postsecondary pathways out of poverty: City University of New York Accelerated Study in Associate Programs and the case for national policy. <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i>, 4(3), 100-117.</p>
		<p>Assignment Due: Analytical Paper Due Sunday 10/10</p>
FT	Fri	<p>CSN – Charleston Campus Field Trip!</p>
8	S	<p>Developmental Education Reform Rutschow, E. Z., & Mayer, A. K. (2018). Early Findings from a National Survey of Developmental Education Practices. Research Brief. <i>Center for the Analysis of Postsecondary Readiness</i>.</p> <p>Schrynemakers, I., Lane, C., Beckford, I., & Kim, M. (2019). College readiness in post-remedial academia: Faculty observations from three urban community colleges. <i>Community College Enterprise</i>, 25(1), 10-32.</p> <p>Mokher, C. G., Park-Gaghan, T. J., & Hu, S. (2021). What Happens to Efficiency and Equity? The Cost Implications of Developmental Education Reform. <i>Research in Higher Education</i>, 62(2), 151-174.</p> <p>***Case: AB705 in California Melguizo, T., Ching, C. D., Ngo, F., & Harrington, D. (2021). AB705 in the Los Angeles Community College District: Results from Fall 2019. Pullias Center for Higher Education.</p>
9	A	<p>Transfer Felix, E. R., & Trinidad, A. (2018). Fulfilling the transfer mission at an urban technical college: How a transfer center mediates baccalaureate aspirations for students. <i>Community College Journal of Research and Practice</i>, 42(12), 861-877.</p> <p>Schudde, L., Jabbar, H., Epstein, E., & Yucel, E. (2020). Students’ Sense Making of Higher Education Policies During the Vertical Transfer Process. <i>American Educational Research Journal</i>, 00028312211003050.</p>

Wang, X., Lee, S. Y., Nachman, B. R., & Zhu, X. (2021). It matters long before: How early exposure to faculty and advisors at baccalaureate institutions relates to upward transfer. *Educational Researcher*, 50(2), 105-114.

Assignment Due: Annotated Bibliography Due Sunday 10/24

10 **S** **Career & Technical Education**
Sublett, C., Ecton, W., Klein, S., Atwell, A., & D'Amico, M. M. (2021). Community College Alignment of Workforce Education and Local Labor Markets. *Journal of Applied Research in the Community College*, 28(1), 13-29.

Community Education

Xu, D., & Ran, F. X. (2020). Noncredit education in community college: Students, course enrollments, and academic outcomes. *Community College Review*, 48(1), 77-101.

*****Case: Guided Pathways**

Jenkins, D., & Cho, S. W. (2013). Get with the program... and finish it: Building guided pathways to accelerate student completion. *New Directions for Community Colleges*, 2013(164), 27-35.

11 **A** **No Class – ASHE Conference – [Time Allotted for Field Trip(s)]**

12 **No Class – Veteran’s Day Holiday**

13 **S** **New Directions**

Gandara, D., & Li, A. (2020). Promise for whom? “Free-college” programs and enrollments by race and gender classifications at public, 2-year colleges. *Educational Evaluation and Policy Analysis*, 42(4), 603-627.

Bulman, G., & Fairlie, R. (2021). The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data. EdWorkingPaper No. 21-385. *Annenberg Institute for School Reform at Brown University*.

Heineman, J. A. (2016). Supporting veterans: Creating a “military friendly” community college campus. *Community College Journal of Research and Practice*, 40(3), 219-227. doi:10.1080/10668926.2015.1112318.

Piel, M. H. (2018). Challenges in the Transition to Higher Education for Foster Care Youth. *New Directions for Community Colleges*, 2018(181), 21-28.

Rough Draft Due Sunday 11/21

14 **No Class – Thanksgiving Day Holiday**

15	S	Final Class (Final presentations, hopefully with an in-person option) Class Celebration
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Final Papers Due

UNLV Academic Policies

Public Health Directives

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

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

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

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their

classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](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.

Rebelmail

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

Tutoring and Coaching

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

UNLV Writing Center

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

Optional statement for inclusion in syllabi.

Diversity Statement

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