Qualitative Methods

"Human behavior flows from three main sources: desire, emotion, and knowledge."

— Plato

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Course Format

This course will meet in CEB 216 and/or on Zoom as well as asynchronously. Synchronous dates are listed in the course schedule at the back of the syllabus. Please note that additional real time meetings may be scheduled at the discretion of the instructor.

Rationale

Learning qualitative methods is like riding a bicycle. You can prepare by reading, but you will only actually learn what to do by doing it. Your goal this semester is to develop a strong set of foundational skills. This will mean practicing qualitative methods in a manner akin to learning how to (balance on and) ride a two-wheel bike for the first time. For this reason, there will be no unicycling, racing, or mountain biking this semester. You will read about "fancier" qualitative research methods (that you are welcome to practice after you have completed this introductory course).

Course Learning Outcomes

This course provides opportunities to learn and practice qualitative approaches to exploring phenomena related to educational and other social contexts. At the conclusion of the course, students will be able to:

1. Engage in self-reflexive journaling to bracket researcher bias
2. Develop codes based on prior literature and the assumptions of a theoretical framework.
3. Use observation and interview protocols to collect data from an emic perspective.
4. Encrypt and organize these data in compliance with IRB expectations.
5. Write analytic memos that differentiate thick description from etic insights.
6. Analyze data by applying deductive codes to discern categories and themes.
7. Present emergent findings in manuscript and verbal presentation formats.

Learning outcomes	Assignments	Coursework
1	**Discussion posts**	30%
2, 3, 4, 6, 7	**Drive-thru ethnographies**	30%
3, 4, 5, 6, 7	**Fieldwork** *involves collecting, uploading, linking, coding, and memoing data using qualitative analysis software*	20%
7	**Data write-ups**	20%
	Total:	100%

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<p style="text-align:center;">**Overview of Weekly Assignments**</p>

Canvas

Canvas is your friend and will guide you weekly in conducting fieldwork for the class. At the very least, it will not steer you wrong.

Readings

Readings for the course are comprised of textbook chapters and peer-reviewed journal articles. The weekly reading load is deliberately light for a doctoral-level class. This is because the hours you do not spend reading will be spent implementing the corresponding textbook chapter information in the field. When you have finished with the textbook, you will read peer-reviewed qualitative research articles that will be made available on WebCampus.

Textbook

1. Marshall, C., Rossman, G. B., & Blanco, G. L. (2021). *Designing Qualitative Research* (7th Edition). SAGE Publications, Inc. (US).

2. Salmona, M., Lieber, E., & Kaczynski, D. (2019). *Qualitative and Mixed Methods Data Analysis Using Dedoose*. SAGE Publications, Inc. (US).

Discussion

- You will regularly post self-reflexive writing (approximately 150-250 words) to prompt discussion with your colleagues. Your self-reflexive writing should focus on the issues and questions that arise from your readings and/or fieldwork activities. Each post must include one excerpt from the weekly reading that caught your attention, followed by an explanation of how the excerpt you selected is relevant to the course in general and/or the current fieldwork challenges you are facing this week.

- Because the premise of the class is that learning qualitative methods requires practicing qualitative methods, your posts can and should generate discussion about what you are experiencing in your fieldwork. Note that confessions, humility, and a sense of humor are both welcome and appropriate. From time to time, I may engage you in additional questions and/or offer comments, but there are no 'right answers.'

Note that because self-reflexive posts must be read and discussed as a group, late posts will receive zeros. There are no exceptions.

Fieldwork

Learning how to do qualitative research requires *doing* qualitative research: "Someone actually goes 'out there,' draws close to people and events, and then writes about what was learned in situ" (Van Maanen, 1995, p. 3). Learning in this class will be heavily fieldwork-based. To comply with COVID-19 safety protocols, this means that you will conduct fieldwork online.

<p style="text-align:center;">**Fieldwork**</p>

You will collect and analyze data as if you were employed as a research assistant on a 'real' qualitative case study. Fieldwork for this study will privilege observation and interview methods designed to capture the experiences of high school and/or college students under shelter-in-place and social-distancing mandates.

Human Subjects Research

Because you will eventually need to design and conduct a dissertation study by yourself, you will learn about compliance with Institutional Review Board (IRB) mandates by using pre-approved

protocols. Note that using the protocols does not mean that you are conducting IRB-approved research. For clarity:

1. You are not a registered researcher on an IRB-approved study.
2. You are a student using protocols to collect and analyze data for a class project.
3. You cannot publish from these data.

More information about your official capacity can be found by clicking this link to UNLV's guidance sheet on IRB for class projects.

Dedoose.com
We will use the website Dedoose.com to house, organize, and analyze our data. You will be invited via email to serve as a research assistant on our Fall 2020 project. Your invitation will come via the email associated with your MyUNLV registration. Please note that it is recommended that you use the desktop application. The website application is prone to freeze.

Fieldwork Data Manuscripts

Because manuscript writing is a method of qualitative data analysis, you will gain practical experience writing to meet peer-review standards of scholarship, including the presentation and close analysis of themes using "thick description." Do not include a title page, but otherwise APA formatting of the document is required. Manuscripts that are improperly formatted or that exceed three pages in length will receive a C without exception. Note that word count limitations are deliberate to hone precision in your writing.

Manuscript I: Instagram Data (1000-word count limit)
The manuscript will present **one emergent theme** (no more, no less) from the Instagram posts analyzed using Dedoose. The theme will be presented as: (1) a header followed by (2) a passage of thick description, (3) corroborating excerpts, (4) close analysis of the data, and (5) a closing thought that articulates your point of view on the emerging theme. Note that the manuscript will refine and draw on the content in your memos.

Manuscript II: Combined Dataset (1500-word count limit)
This manuscript will evolve, refine, and revise the emergent theme from Manuscript I incorporating the analytic insights gained through triangulation of the interview data. It will follow the same structure of the first manuscript, but will demonstrate an advanced understanding of the theme.

"Drive-Thru" Fieldwork

Drive-Thru Ethnographies
These assignments simulate real fieldwork experiences, enabling you to conduct a qualitative research study under artificial conditions. Keep in mind that these assignments should be *played* as *games* because they require imagination, patience, and a sense of humor. Also keep in mind that *time constraints* are part of the game. "Real" ethnographies take a year or more to complete, so a drive-thru experience is more like a reality TV show where the goal is to finish (and it's not always graceful).

After your first drive-thru ethnography, you will be given access to a video debrief that offers insights and critique so that your next drive-thru experience builds on the 'mistakes' of the last.

Drive-thru ethnographies should take approximately three hours to complete. You must answer every question to the best of your ability to receive credit for the fieldwork.

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Class Participation

Professional Student Conduct

Approach this class the way you would approach a research employment opportunity. You will be compensated in learning. Failure to show up for your job or turning in late assignments will result in less compensation.

Zoom Conduct Addendum

Please remember that Zoom classes do not function the way offline classes do. Attention spans are shorter on Zoom, so pausing for questions taxes the cognitive load for the whole class. To promote fairness to the collective, please withhold comments and questions (that would otherwise be appropriate for an in-person class). As a rule of thumb, ask no more than two questions per class so that we can move through the material that is necessary. You may stay after class if you have additional questions or email the instructor directly.

Weekly Commitment

Please note that the weekly assignment tasks build on one another so that course learning is experiential and cumulative. You will not be permitted to advance to the next module until you have completed and submitted all preceding work. For this reason, *you will be asked to drop the course if you fall more than three weeks behind*. Students who fall more than three weeks behind will *automatically receive no higher than a C in the class.*

Attendance

Teaching and learning qualitative research methods online is difficult. Therefore, you must be present (<u>and show yourself on video</u>) at all Zoom meetings. I want to see your shiny faces.

Exceptions to Policies

I am open to discussing due date accommodations on a case-by-case basis, provided you email me in advance (or promptly) about any mitigating issues or circumstances that are beyond your control.

♣ Four Leaf Clover Policy ♣

There is a zero-tolerance late homework policy, which is designed to be fair to the majority of students who turn their work in on time and are engaged in class discussion. However, each student may use one "no questions asked" four-leaf clover which will enable you to extend the deadline on one assignment for a maximum of two days. To use your four-leaf clover simply upload an image of a clover in place of your assignment and be sure to resubmit the actual assignment within 48 hours of your clover.

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Grading

Reading & Discussion (posts and comments on Canvas)	
Discussion posts I thru XV	30%
Fieldwork (uploaded, coded, and/or created and linked into Dedoose.com)	
Instagram Data	10%
Interview Data	10%
Fieldwork Data Manuscripts (uploaded via Canvas)	
Manuscript I	10%
Manuscript II	20%
Drive-Thru Ethnographies (accessed through Canvas)	
Drive-Thru I (Pass/Fail)	5%
Drive-Thru II (Pass/Fail)	5%
Drive-Thru III (Pass/Fail)	10%
Total:	**100%**

"Real" Fieldwork Cheat Sheet 🦍

FYI RECRUITMENT	FYI OBSERVATIONS	FYI INTERVIEWS
Recruiting Participants	**Conducting Observations**	**Conducting One-on-One Interviews**

FYI RECRUITMENT

Recruiting Participants

You will recruit a convenience sample of two students. Convenience sampling is not typically associated with rigor, but it is useful for expediting coursework.

Sampling criteria: The student: (a) must be 13 years of age or older, (b) must be currently enrolled in a high school or college, and (c) have an active Instagram account (that they are willing to let you observe). Although not required, to maximize your learning and contributions to the class, it is preferable to choose students whose ages and socio-demographic backgrounds are similar.

Sampling method: Use snowball sampling to recruit two students with whom you do not have a direct personal relationship.

Honor code: While you will not be vetted on your sample choices, please consider these suggestions. Do not recruit either your own children or your own classroom students. Recruit a student who is a "friend of a friend" and/or a colleague's student(s).

Informed consent: You do not need students (or parents) to sign "official" written consent documents. However, it is always good practice to make sure your participants are informed (even if the data will not be published). Before your participants agree, let them know who you are, what class you are taking, and why. Consider sharing this **information sheet** and requesting that they fill out a student questionnaire (**high school** or **postsecondary**).

Sequential activities: Note that it is important to conduct your observations prior to the interview, so do not schedule or conduct interviews with your participants in advance.

Dedoose.com: Create a **descriptor** for each of your participants. Enter the information into the descriptor fields.

FYI OBSERVATIONS

Conducting Observations

Use the **observation and coding protocol** to take screenshots of the last 15 images posted to your participant's Instagram feed.

Dedoose.com: Upload the screenshots using the media tab.

File names:
ScholarLastName_ProfileName_Image#
(e.g. Relles_Milo_Image1)

Excerpts and codes: For each screenshot, create at least one excerpt that allows you to apply 2-5 codes. Note that you must use the available codes. As the semester progresses you will eventually be able to create your own codes.

Descriptive & interpretive memos: For each image, create/write/link a memo that offers descriptive and interpretive content.

Memo names:
ScholarLastName_ProfileName_Etic#
(e.g. Relles_Milo_Etic1)

Emic memo content: 100-150 words of "**thick description**" that describe visual information (without imposing an interpretation). Hint: If you were an alien from another planet (who knew nothing about humans), what would you literally "see" with your own eyes that would paint the picture to someone with words.

Etic memo content: 100-150 words that: (a) infer what everyday life experience the student is communicating to his or her followers through the image, (b) reference at least one caption, comment, and/or hashtag to triangulate your interpretation, (c) consider how the individual post potentially answers the research question, and/or (d) acknowledge potential connections between the post you are interpreting and the participant's other posts.

FYI INTERVIEWS

Conducting One-on-One Interviews

Use the **semi-structured interview protocol** to conduct two semi-structured, one-on-one interviews with each of your participants (using Zoom or another platform of your own choosing). Each interview should last at least 45, but no more than 60 minutes.

Scheduling: Schedule a convenient time and place for the interview.

Audio-recording: Ask in advance about permission to audio-record. If the student does not want to be recorded, then you must take notes during the interview and immediately following the interview, paraphrase what was said (to the best of your memory recall).

Interview: Conduct an interview using the semi-structured protocol.

Transcribed excerpts: Use the audio and/or your fieldnotes to transcribe five excerpts (100ish words each) from the interview that are relevant to answer the research question (hint: ask questions to understand an emic perspective on the theme you are tracking for Manuscript II).

Dedoose.com: Upload your transcribed excerpts to Dedoose as a single document.

File names:
ScholarLastName_ProfileName_Interview#
(e.g. Relles_Milo_Interview1)

Codes: Apply one or more codes to each of the five transcribed excerpts.

Memos: Create/write/link five etic memos that explain the content of the excerpt in terms of an emic perspective on the theme you are tracking (100ish words each).

Memo names:
ScholarLastName_ProfileName_Emic#
(e.g. Relles_Milo_Emic1)

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Step-by-Step Fieldwork Checklist with Deadlines

Step	Task(s)	Due	File Names	Method
1.	Recruit Student Alpha and Student Beta	**9/22**		Recruitment
2.	Conduct observation of Student Alpha using Instagram	**9/28**		Observation data collection
3.	Upload and code the Student Alpha Instagram data	**9/28**	*ScholarLastName_ProfileName_Image#* *(e.g. Relles_Milo_Image1)*	Thematic analysis
	Write and attach a descriptive memo to each image		*ScholarLastName_ProfileName_Etic#* *(e.g. Relles_Milo_Etic1)*	Thematic analysis
4.	Conduct observation of Student Beta using Instagram	**10/05**		Observation data collection
5.	Upload and code the Student Beta Instagram data	**10/5**	*ScholarLastName_ProfileName_Image#* *(e.g. Relles_Leo_Image1)*	Thematic analysis
	Write and attach an etic memo to each image		*ScholarLastName_ProfileName_Etic#* *(e.g. Relles_Leo_Etic1)*	Thematic analysis
6.	Use your memos to develop passages of thick description and identify an emergent theme for your manuscript	**10/26**		Thick Description
7.	Present your theme in a manuscript that uses the method of thick description to increase trustworthiness	**11/02**		Trustworthiness
8.	Develop an interview protocol that will thicken your emergent theme	**11/09**		Interview protocol design
9.	Conduct Student Alpha interview	**11/16**		Interview data collection
	Transcribe 5 excerpts of Student Alpha interview data that thicken your emergent theme	**11/16**		Transcription
10.	Upload and code Student Alpha interview transcripts	**11/16**	*ScholarLastName_ProfileName_Interview#* *(e.g. Relles_Milo_Interview1)*	Thematic analysis
	Write and attach an emic memo to each excerpt		*ScholarLastName_ProfileName_Emic#* *(e.g. Relles_Milo_Emic1)*	Thematic analysis
11.	Conduct Student Beta interview	**11/31**		Interview data collection
	Transcribe 5 excerpts of Student Beta interview data that thicken your emergent theme	**11/31**		Transcription
12.	Upload, code, and memo Student Beta interview transcripts	**11/31**	*ScholarLastName_ProfileName_Interview#* *(e.g. Relles_Leo_Interview1)*	Thematic analysis
	Write and attach an emic memo to each excerpt		*ScholarLastName_ProfileName_Emic#* *(e.g. Relles_Leo_Emic1)*	Thematic analysis
13.	Hone your emergent theme by revising your manuscript's thick description to include interview data	**12/07**		Thick Description
14.	Present your theme in a revised manuscript that uses the method of thick description to increase trustworthiness	**12/07**		Data analysis

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Comprehensive Coursework Schedule

All posts and fieldwork assignments must be submitted by 11:59pm on Tuesdays.

Week	When	Where	Due	Reading	Post	Fieldwork	Notes
Week #1	8/25	Zoom	**8/24**	Chapter 1	Post I	n/a	On Canvas, post 100 words that introduces yourself to the class and post a picture that does the same (see assignment prompt)
Week #2	9/1	Zoom	**8/31**	Chapter 5	Post II	**Drive-Thru:** Canary in a Coalmine	Pass/fail
Week #3	9/8	Zoom	**9/7**	Chapter 6	Post III	Dedoose.com	
Week #4	9/15	Zoom	**9/14**	Chapter 7	Post IV	**Drive-Thru:** Secrets of Survival	*Pass/fail*
Week #5	9/22	Zoom	**9/21**	Chapter 8	Post V	**Recruitment**	*Create Dedoose descriptors for your two participants (with sociodemographic information)*
Week #6	9/29	Zoom	**9/28**	Chapter 3	Post VI	**Alpha Observation**	*Upload, excerpt, and code 15 Instagram posts in Dedoose*
Week #7	10/6	TBD	**10/5**	Chapter 2	Post VII	**Beta Observation**	*Upload, excerpt, and code 15 Instagram posts in Dedoose*
Week #8	10/13	Zoom	**10/12**	Chapter 4	Post VIII	Dedoose.com	*Hone your emic and etic memos in Dedoose*
Week #9	10/20	Zoom	**10/19**	Chapter 9	Post IX	**Drive-Thru:** Childhood of Immortality	Pass/fail
Week #10	10/27	Zoom	**10/26**	Chapter 10	Post X	Manuscript rough draft	*Post a rough draft of your emergent theme to Canvas*
Week #11	11/3	TBD	**11/2**	n/a	Post XI	Manuscript I	*1,000-word count*
Week #12	11/10	TBD	**11/9**	Article A	Post XII	**Interview Protocol**	*Prepare for interviews that will evolve your theme*
Week #13	11/17	Zoom	**11/16**	Article B	Post XIII	**Alpha Interview**	*Transcribe, excerpt, and code interview data in Dedoose*
Week #14	11/24			Article C	Post XIV	*Thanksgiving*	
Week #15	12/1	TBD	**11/30**	Article D	Post XV	**Beta Interview**	*Transcribe, excerpt, and code interview data in Dedoose*
Week #16	12/8	*	**12/7**	n/a	n/a	Manuscript II	*1,500- word count*

* Asynchronous class pending instructor discretion

UNLV 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 is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Student Services Complex, SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

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

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

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the

University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

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

Rebelmail

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

Tutoring and Coaching

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

UNLV Writing Center

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

Diversity Statement

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

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's

points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.