

**EPP 767: School-Based Neuropsychological Assessment**

Department of Counselor Education, School Psychology &amp; Human Services

**I. COURSE DESCRIPTION**

Designed to provide foundational content in organization of the human nervous system and brain-behavior relationships to inform functional skills in interpretation of cognitive test performance from neuropsychological perspective and administration of screening tests. This course will also include hands-on practical administration, scoring, and interpretation of the well-known neuropsychological test battery: NEPSY-II. Upon completion of this course, students should be familiar with how such assessments relate to educational diagnoses, special education eligibility, and recommendations.

This is an online course using WebCampus. However, you will be required to check-out, practice, and become familiar with test administration and test construction of the NEPSY-II. There will be several opportunities for face-to-face meetings to facilitate learning test administration, scoring, and interpretation of the NEPSY-II. Students will have the opportunity to record and upload videos of NEPSY-II administration (see instructions below), or schedule a time during the instructor's office hours to have administration observed.

If you have technical problems for the online portion of this course, contact the WebCampus Support Center at 702-895-0761 or [studenthelp@unlv.edu](mailto:studenthelp@unlv.edu). Be sure to check and tune-up your browser (Go to the WebCampus page and click "check browser"). Your assigned 'viewing' includes use of pdf files (Adobe Acrobat Reader 7.0 or higher) and Microsoft powerpoint files. The Adobe reader is available as a free download from the publisher and at UNLV software downloads. You will also need sound enabled on your computer.

**II. COURSE OBJECTIVES**

Objectives for this course correspond to the (a) Nevada Administrative Code for School Psychologist endorsement (NAC 391. 316); (b) National Association of School Psychologists (NASP) Domains of School Psychology Graduate Education and Practice (2010); and, (c) the American Psychological Association's (APA) Standards of Accreditation for Health Service Psychology (SOA; 2017) Implementing Regulation (IR) for Domain Specific Knowledge (DSK; IR C-7D) and Profession Wide Competencies (PSW; IR C-8D).

<b><u>Learning objective</u></b> <b>Students will...</b>	<b><u>APA SOA IR C-7 &amp; 8 D</u></b>	<b><u>NASP Domain</u></b>
<ul style="list-style-type: none"> <li>▪ Be able to demonstrate core knowledge of human brain structure with particular attention to functions of the cerebral cortex</li> </ul>	<b>Biological Aspects of Behavior, Cognitive Aspects of Behavior</b>	<b>2.5, 2.7</b>
<ul style="list-style-type: none"> <li>● Be knowledgeable of and act in accordance with each of the following:               <ul style="list-style-type: none"> <li>○ The current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>● Practice school psychology according to legal, professional, and ethical standards particularly with regard to neuropsychological assessment</li> </ul>	<b>Ethical and legal standards</b>	<b>2.10</b>
<ul style="list-style-type: none"> <li>● Apply knowledge about the interaction between cultural, linguistic, and economic variables and students' school related difficulties to assessment and intervention practices.</li> </ul>	<b>Individual and cultural diversity; Research</b>	<b>2.5</b>
<ul style="list-style-type: none"> <li>● Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>● Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> </ul>	<b>Professional values, attitudes, and behaviors</b>	<b>2.2, 2.10</b>
<ul style="list-style-type: none"> <li>● Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> </ul>	<b>Communication and interpersonal skills</b>	<b>2.2, 2.8</b>
<ul style="list-style-type: none"> <li>● Be able to articulate the rationale for school-based neuropsychological evaluation</li> <li>● Demonstrate knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, understanding problems, and measuring progress and accomplishments through class discussion.</li> <li>● Be able to apply a framework for interpreting norm-referenced standardized neuropsychological</li> </ul>	<b>Assessment and Assessment Models; Psychometrics; Research</b>	<b>2.1</b>

<p>tests in relation to underlying mental processing rather than acquired knowledge</p> <ul style="list-style-type: none"> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Utilize these models and methods as part of a systematic process to collect data and translate that data into assessment results and reports that aid in suggestions for research-validated recommendations for intervention.</li> <li>• Administer, record, &amp; score a representative set of typical neuropsychological screening tasks</li> </ul>		
<ul style="list-style-type: none"> <li>• Apply knowledge of brain function, human cognition, learning, development, social-emotional functioning, adaptive functioning, and psychopathology to evaluation and intervention practices, particularly student disabilities</li> </ul>	<p><b>Biological Aspects of Behavior; Developmental Aspects of Behavior; Social Aspects of Behavior; Affective Aspects of Behavior; Intervention; Development &amp; Learning</b></p>	<p>2.3, 2.4, 2.6, 2.7</p>
<ul style="list-style-type: none"> <li>• Consult with classmates, supervisors, and/or other professionals about cases.</li> </ul>	<p><b>Consultation and Interprofessional /interdisciplinary skills</b></p>	<p>2.2, 2.8</p>

### **III. TEXTS AND INSTRUCTIONAL RESOURCES**

Miller, D.C. (2019). *Essentials of school neuropsychological assessment (3rd ed.)*. Hoboken, NJ: John Wiley & Sons.

Goldberg, S. (2010). *Clinical neuroanatomy made ridiculously simple: Interactive Edition*. Miami, FL: MedMaster, Inc. (available at UNLV bookstore and Amazon).

#### **Required Texts**

Compas, B.E., Jaser, S.S., Reeslund, K., Patel, N., & Yarboll, J. (2017). Neurocognitive deficits in children with chronic health conditions. *American Psychologist*, 72(4), 326-338.

<https://doi.org/10.1037/amp0000042>

D'Amato, R. C. (1990). A neuropsychological approach to school psychology. *School Psychology Quarterly*, 5(2), 141–160. <https://doi.org/10.1037/h0090608>

Glass, L., Graham, D. M., Akshoomoff, N., & Mattson, S. N. (2015). Cognitive factors contributing to spelling performance in children with prenatal alcohol exposure. *Neuropsychology*, 29(6), 817–828. <https://doi.org/10.1037/neu0000185.supp>

Erdodi, L. A., Abeare, C. A., Lichtenstein, J. D., Tyson, B. T., Kucharski, B., Zuccato, B. G., & Roth, R. M. (2017). Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) processing speed scores as

measures of noncredible responding: The third generation of embedded performance validity indicators. *Psychological Assessment*, 29(2), 148–157. <https://doi.org/10.1037/pas0000319>

Hass, M.R. & Abdou, A. S. (2019). Culturally Responsive Interviewing Practices. *Contemporary School Psychology*, 23, 47-56.

Lam, M., Eng, G. K., Rapisarda, A., Subramaniam, M., Kraus, M., Keefe, R. S. E., & Collinson, S. L. (2013). Formulation of the age–education index: Measuring age and education effects in neuropsychological performance. *Psychological Assessment*, 25(1), 61–70. <https://doi.org/10.1037/a0030548>

Penney, C. G. (2018). Rethinking the concept of learning disability. *Canadian Psychology/Psychologie Canadienne*, 59(2), 197–202. <https://doi.org/10.1037/cap0000128>

Suhr, J. A., & Berry, D. T. R. (2017). The importance of assessing for validity of symptom report and performance in attention deficit/hyperactivity disorder (ADHD): Introduction to the special section on noncredible presentation in ADHD. *Psychological Assessment*, 29(12), 1427–1428. <https://doi.org/10.1037/pas0000535>

Taylor, H. G., Klein, N., Espy, K. A., Schluchter, M., Minich, N., Stilp, R., & Hack, M. (2018). Effects of extreme prematurity and kindergarten neuropsychological skills on early academic progress. *Neuropsychology*, 32(7), 809–821. <https://doi.org/10.1037/neu0000434.supp>

**Other resources that may be useful include:**

D'Amato, R.C, Fletcher-Janzen, E., & Reynolds, C.R. (Eds). (2005). *Handbook of school neuropsychology*. Hoboken, NJ: John Wiley and Sons.

Hale, J.B., & Fiorello, C.A. (2004). *School neuropsychology: A practitioner's handbook*. New York, NY: Guilford Press.

Baron, I. D. (2004). *Neuropsychological Evaluation of the Child*. New York, NY: Oxford University Press.

Lezak, M. D., Howieson, D. B., Bigler, E.D., & Tranel, D. (2012). *Neuropsychological assessment* (5th edition). New York, NY: Oxford University Press.

Pennington, B. F., McGrath, L.M., & Peterson, R. L. (2019). *Diagnosing Learning Disorders: From Science to Practice* (3rd Ed.). New York, NY: Guilford Press.

**COURSE PROCEDURES / LEARNING OUTCOMES**

The majority of this class is online, with a welcome and a series of learning modules. Most modules include assigned chapters from your texts. Typically, to enable the self-pacing value of the Distance Education format, an assignment for a week will be posted on a Monday with a final due date of Sunday 11:59PM (6 days after the assignment posting). There will be occasional exceptions, so it is important to check the schedule regularly.

**Lessons/Assignments for the week will be posted on Monday:** Lectures/presentations will be posted on WebCampus on Monday with coordinated assignments, which are to be completed anytime between that Monday and the following Sunday evening).

Students are encouraged to study together for the quizzes and the Midterm Exam. However, students must take each test alone without help from other students or coaches.

#### IV. COURSE ASSIGNMENTS/REQUIREMENTS

Assignment/Requirement	Description	Contribution to Overall Grade
<b>Weekly Chapter/Module Quizzes</b>	<p>For each module, there are readings from text and articles that are required. Often, a PowerPoint presentation/lecture will also accompany the reading assignments. Students must complete the short quiz associated with the assigned material. The average of performance on quizzes will account for 10% of the final grade.</p> <p>Students are encouraged to study together for the quizzes and the Midterm Exam. However, students must take each test alone without help from other students or coaches. All quizzes are open-book and open-note.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior; APA SOA Assessment and Intervention)</i></p>	<b>10%</b>
<b>Midterm Exam</b>	<p>There are two parts to the Midterm Exam.</p> <p>Part One is comprised of 35 objectively scored items covering core knowledge of human brain function. Evaluation of performance on this part includes both norm-referenced and criterion-referenced interpretation. The number of correct responses on the initial administration of the exam will contribute to the total points used to assign grades in the course. If performance is less than 80%, part one must be re-taken. You are only allowed ONE re-take. The higher of the two performances will be used as the final grade.</p> <p>Part One will be open for 48-hours to complete: <b>3/23/2026-3/25/2026</b></p> <p>Part Two is a 25-point essay exam in which you are asked to compare, and contrast acquired</p>	<b>25%</b>

	<p>knowledge and approaches from psycho-educational evaluations vis-a-vis neuropsychological evaluations with particular focus on school-based practice. It may be helpful to include definitions, scopes of evaluations, interpretation of standardized tests, and usefulness of results from each type of evaluation. Evaluation of the essay will use the below <b>FOUNDATIONS ESSAY RUBRIC</b>.</p> <p>Part Two will need to be uploaded to the Canvas by <b>11:59PM on 3/25/2026</b>.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Ethical and Legal Standards; Assessment; Intervention; Consultation and Interdisciplinary Skills)</i></p>	
<b>Formal Presentation</b>	<p>During the second half of the semester, groups will be formed to prepare a PowerPoint presentation detailing current knowledge about brain-behavior relationships related to an assigned area of disability/eligibility. The product will be posted on Canvas and members of the group will lead and moderate online discussion about the topic.</p> <p>Evaluation of the Formal Presentation will use the <b>FORMAL PRESENTATION RUBRIC</b>.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5-Diversity, 2.7-Biological influences on Behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Research, Assessment, Intervention)</i></p>	<b>35%</b>
<b>Test Administration Assignments</b>	<p>Students are expected to check out the NEPSY-II from The PRACTICE to review (manual, test materials, and protocols), then practice administering selected subtests from varying domains.</p> <p>You will have two options for demonstrating familiarity with the NEPSY-II administration.</p> <p>You may video-record yourself administering the</p>	<b>15%</b>

	<p>first five (5) items at each possible start point. It is best if you can administer to a real person, but this is not required. The camera should show you and the test materials, and audio needs to be clear and loud enough to be understood. Grading will be based on accuracy of the test prompts, item administrations, and general fluidity of test administration.</p> <p>-OR-</p> <p>You may pair up with a classmate and schedule a time during the instructor's office hours to have administration observed live. Each student will administer the assigned test to their partner, then switch roles.</p> <p>These are the assigned subtests:</p> <ul style="list-style-type: none"> <li>Comprehension of Instructions</li> <li>Speeded Naming</li> <li>Phonological Processing</li> <li>Word Generation</li> <li>Imitating Hand Positions</li> <li>Fingertip Tapping</li> <li>Visuomotor Precision</li> <li>Design Copying</li> <li>Arrows</li> <li>Block Construction</li> <li>List Memory</li> <li>Memory for Faces</li> <li>Narrative Memory</li> <li>Word List Interference</li> <li>Sentence Repetition</li> <li>Auditory Attention &amp; Response Set</li> <li>Animal Sorting</li> <li>Inhibition</li> <li>Affect Recognition</li> <li>Theory of Mind</li> </ul> <p>Note: The PRACTICE has only 2 NEPSY-II Test Kits. Test availability varies as a function of demand, which includes students in assessment courses and practicum, as well as advanced clinicians. You must plan and coordinate sufficiently to reserve and practice tests from The PRACTICE so that you have enough time to review and learn the test, prepare the test administration submission video, and return the test kit in time for others to also have access to them</p>	
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	<i>(NASP 2.1-Assessment models, 2.2 - Consultation &amp; Collaboration; 2.5-Diversity, 2.7-Biological influences on behavior; APA SOA Assessment and Communication and Interpersonal Skills)</i>	
<b>Class Participation</b>	<p>Timely completion of the chapter/module quizzes is a course requirement with evidence that you have reviewed the assigned materials.</p> <p>Assignments for Presentations will include required participation in discussion threads online. For those assignments, the discussion will begin with a stimulus question. The expectation is that students will post at least one response to the discussion and that responses will be substantive in nature (i.e., more than just 'I agree'). Participation will be evaluated with the CLASS PARTICIPATION RUBRIC.</p> <p><i>(NASP 2.1-Assessment models, 2.3-Instructional interventions, 2.5- Diversity, 2.7-Biological influences on behavior, 2.10-Ethical standards, 2.11-Information technology; APA SOA Communication and Interpersonal Skills and Professional Values, Attitudes, and Behaviors).</i></p>	<b>10%</b>

	<b>Excellent (4-5 pts.)</b>	<b>Acceptable (2-3 pts.)</b>	<b>Unacceptable (0-1pt.)</b>
<b>Common Features</b> (e.g. Interpretive elements that are shared in the two approaches to test interpretation)	All elements are appropriately addressed including historical context	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete
<b>Distinct Features</b>	All elements are appropriately addressed	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete
<b>Overall Impression</b>	Overall impression, including style, is	Overall impression, including	Overall impression, including style, is

	strong.	style, is satisfactory.	unsatisfactory.
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	Excellent (4-5 pts.)	Acceptable (2-3 pts.)	Unacceptable ( 0-1pt.)
<b>Content</b>	Presentation reflects thorough review of relevant literature including summarization identifying themes and areas where additional research is needed.	Some apparent omissions in reviewed literature and/or limitations in quality of summarization	Poor literature review and/or poor summarization
<b>Collaboration</b>	Clear indication that presentation was collaborative effort involving all members.	Some, but not clear indication that presentation involved collaboration of all members.	No clear evidence that presentation involved collaboration of all members.
<b>Overall Presentation</b>	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

	Excellent (12-15 pts.)	Acceptable (8-11 pts.)	Unacceptable ( 0-7pt.)
<b>Overall Participation</b>	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

**V. COURSE SCHEDULE (subject to change)**

<b>Week starting</b>	<b>Modules &amp; Assignments</b>
<b>1/26/2020</b>	<b>Welcome</b> <i>Assignments:</i> Review Syllabus Watch “Welcome Video” PPT Read D’Amato (1990) Read Erdodi et al. (2017) Read Suhr & Berry (2017) Optional: Pennington, McGrath, & Peterson (2019) – Ch. 1 & 2
<b>2/2/2020</b>	<b>Why Neuropsychology in Schools is Important</b> <b>Major School Neuropsychological Test Batteries for Children</b> <b>Assessing Effort and Malingering</b> <i>Assignments:</i> View Instructor’s PPT Read Miller Chapters 1, 4 & 7 Read Penney (2018) Read Taylor et al. (2018) Optional: Pennington, McGrath, & Peterson (2019) – Ch. 3 & 4 Optional: Watch “Mockingbird Don’t Sing” movie
<b>2/9/2020</b>	<b>Brain Function Tour / Neuroanatomy</b> <i>Assignments:</i> View Facilities Tour PPT Read Goldberg - Chapters 1-3 View Localization Goldberg CD Complete Module Quiz
<b>2/16/2020</b>	<b>Assessment of Language</b> <i>Assignments:</i> View PPT Read Miller - Chapter 16 Read Glass et al. (2015) Complete Module Quiz
<b>2/23/2020</b>	<b>Assessment of Sensorimotor Functions</b> <i>Assignments:</i> View PPT Read Goldberg Chapters 4,6-7 Read Miller - Chapter 10 Read Lam et al. (2013) Complete Module Quiz Begin review of NEPSY-II Manual
<b>3/2/2020</b>	<b>Assessment of Visuospatial/Auditory Functions</b> <i>Assignments:</i> View PPT Read Goldberg - Chapter 5 Read Miller - Chapter 11 Complete Module Quiz Review NEPSY-II Manual

<b>3/9/2020</b>	<b>Assessment of Learning and Memory Functions</b> <i>Assignments:</i> View PPT Read Goldberg Chap 8 Read Miller Chap 12 Complete Module Quiz
<b>3/16/2020</b>	<b>SPRING BREAK – No Assignments</b>
<b>3/23– 3/25/2020</b>	<b>MIDTERM EXAM</b> - Midterm Objective Exam ( <b>Open 48-hour period: 3/23-3/25</b> ) - Upload Midterm Essay to WebCampus <b>by 11:59PM on 3/25/2020</b>
<b>3/30/2020</b>	<b>Assessment of Attention &amp; Working Memory</b> <i>Assignments:</i> View PPT Read Miller - Chapter 14 Read Compas et al. (2017) Complete Module Quiz
<b>4/6/2020</b>	<b>Assessment of Executive Functions / Cognitive Efficiency</b> <i>Assignments:</i> View Exec-Efficiency pdf Read Miller Chaps 13 & 15 Complete Module Quiz
<b>4/13/2020</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations
<b>4/20/2020</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations
<b>4/27/2020</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations
<b>5/4/2020</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations

## **VI. COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES:**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

## **VII. GENERAL POLICIES**

UNLV and the College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting academic dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the “Handbook of Regulations Governing Probation and Suspension Within the College of Education.” This publication may be found in the Curriculum Materials Library (CEB 101) and the Office of the Dean of the College of Education (CEB 301).

### **Academic Misconduct**

Academic integrity is a legitimate concern for every member of the Campus 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 sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>

### **Auditing Classes**

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 electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. 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 drop of the student from the course.

### **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 is available at <http://www.unlv.edu/provost/copyright>

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

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 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 general 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. 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 defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as 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 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: <http://guides.library.unlv.edu/appointments/librarian> . You can also ask the library staff questions via chat and text message at: <http://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 Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=26&navoid=6046> . 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 reasonably have been 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/Unit 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: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, 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 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 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>, 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/>, 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, 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.