I. Course Prefix & Number: EDSP 473 1001

II. Course Title: Developmental Assessment in Early Childhood Special Education

III. Course Credit Hours: 3 hours

IV. Semester: Spring, 2019
    Thursdays 4:00 – 6:45 pm
    CBC C133

V. Instructor: Nicole Atwell, M.Ed

VI. Office Location: CEB 144

VII. Office Hours: Thursdays 1:30 – 3:30 pm and by appointment

VIII. Telephone: 702-895-3205; e-mail Nicole.atwell@unlv.edu

IX. Prerequisite(s): Students must have completed EDSP 471 or consent of instructor.

X. Course Description:

Survey of issues related to assessment of children with atypical patterns of development. Introduction to principles of unstructured and structured observations of young children with developmental delays or those at risk for developmental delays. Issues of cultural diversity are considered.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 3.0 Learning Environments
- Standard 6.0 Assessment
- Standard 9.0 Professional Learning and Ethical Practice

NAEYC Standards Addressed:

3. Observing, Documenting and Assessing to Support Young Children and Families.

XI. Course Objectives: (InTASC, NAEYC):
Knowledge:

(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

1. Each candidate will demonstrate knowledge of various assessment activities and the roles of different professionals and families including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. InTASC6(j), InTASC6(k), InTASC6(m), NAEYC3b.
   \[\text{Measurement/Evaluation: Exams}\]

2. Each candidate will demonstrate knowledge of the important issues in the evaluation and assessment of individuals with disabilities including the use of standardized instruments for diverse populations of learners not included or under-represented in standardization samples. InTASC1(e), NAEYC 3a.
   \[\text{Measurement/Evaluation: Exams}\]

3. Each candidate will demonstrate knowledge of the importance of adaptations and accommodations in assessment and evaluation for students who are culturally and/or linguistically diverse. NAEYC 3b.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]

4. Each candidate will demonstrate knowledge of the legal and ethical requirements including but not limited to those for confidentiality and due process related to evaluation for eligibility, assessment and placement. NAEYC 3a.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]

5. Each candidate will demonstrate knowledge of the appropriate use and meaning of scores derived from both norm and criterion referenced instruments including, but not limited to, grade scores, standard scores, and percentile ranks and standings. InTASC6(l), InTASC6(n), NAEYC 3a.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]

6. Each candidate will demonstrate knowledge of typical approaches to the assessment of cognitive, social/adaptive, communication/language, and motor skills including the value of transdisciplinary team assessment and the appropriate use of technology. NAEYC 3c.
   \[\text{Measurement/Evaluation: Exams and Assessment Critiques}\]

7. Each candidate will demonstrate knowledge of the functional and legally mandated relationship between assessment results and placement decisions as mitigated by requirements for LRE and family participation. NAEYC3d.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]

8. Each candidate will demonstrate knowledge of correct terminology used in assessment. NAEYC 3a.
   \[\text{Measurement/Evaluation: Exams and Assessment Critique}\]

9. Each candidate will demonstrate knowledge of focused observation, norm referenced tests, criterion referenced checklists and ordinal scales. NAEYC 3b.
Measurement/Evaluation: Exams and Assessment Critique

10. Each candidate will demonstrate knowledge of the roles that families play in assessment. NAEYC 3d.

Measurement/Evaluation: Exams and Assessment Critique

11. Each candidate will demonstrate knowledge of various approaches to observing child/environment interactions, child/other interactions including child/child and parent/infant interactions. NAEYC 3b.

Measurement/Evaluation: Exams and Assessment Critique

12. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. NAEYC 3b.

Measurement/Evaluation: Exams and Assessment Critique

13. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. NAEYC 3d.

Measurement/Evaluation: Exams

14. Each candidate will demonstrate knowledge of the importance of both formative and summative data collection for the determination of the appropriateness of content and instructional strategy as related to local, state and national standards. InTASC6(j), InTASC6(o), NAEYC 3a.

Measurement/Evaluation: Exams and Assessment Critique

Performances (Skills):
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Each candidate will demonstrate the ability to identify the characteristics of assessment procedures designed to result in information relevant to the determination of appropriate educational/intervention content and strategy. InTASC6(a), InTASC6(g), NAEYC 3a

Measurement/Evaluation: Exams and Assessment Critique

2. Each candidate will, through written response to test questions and through critiques, demonstrate the ability to express the importance for collaborative assessment that includes the responses and observations of family members and other professionals. InTASC6(c), InTASC9(c), NAEYC 3d

Measurement/Evaluation: Exams and Assessment Critique

3. Each student will, by responses to examination questions, demonstrate the ability to interpret and communicate the meaning of information derived from both formal and informal assessment procedures. InTASC3(e), InTASC6(h), InTASC6(d), NAEYC 3b

Measurement/Evaluation: Exams and Assessment Critique

4. Each candidate will develop written critical analyses of at least one assessment instrument demonstrating an ability to identify appropriate characteristics of each for selection of
content, sequence and instructional strategy and to communicate those results in a clear unambiguous manner that adheres to copy right laws and APA publication standards.

NAEYC 3a, NAEYC 3b, NAEYC 3c, NAEYC3d

Measurement/Evaluation: Exams and Assessment Critique

Disposition(s):
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Each candidate will develop an appreciation for the limitations of assessment data for young children as imposed by disability, cultural diversity and linguistic difference.

InTASC6(q), InTASC6(s), InTASC6(t), InTASC6(u), InTASC6(v), InTASC9(l), NAEYC 3a, NAEYC3b, NAEYC3c

Measurement/Evaluation: Exams and Assessment Critique

Results:
(The ways students demonstrate what they know and how they are able to put skills in to practice to make a difference in child learning).

Each candidate will be able to identify critical characteristics of assessment instruments used to contribute to the identification curricular content, sequence and instructional strategy.

XII. Suggested Resources:

Required Text(s):


Optional Text(s):


**Current and Classical Reference:**


Internet Resources:

Early Childhood Education Online:

http://www.ume.main.edu/~cofed/eceol/welcome.html

The Council for Exceptional Children (CEC): Division of Early Childhood (DEC)

http://www.dec-sped.org

The National Association for the Education of Young Children (NAEYC)

http://www.naeyc.org

ARC List of Disability Related Resources on the Net:

http://www.TheARC.org/misc/dislnkin.html

Information about specific disabilities:

http://www.familyvillage.wisc.edu/specific.htm

XIII. Course Requirements and Grading Policy:

Description of Instructional Procedures:

This is a hybrid course, meeting both in-class and completing coursework online, or out of-class. The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; quizzes; and WebCampus postings and/or discussions.

Course Requirements:

1. Two Examinations (100 points each; 200 points total):
   Two tests are required. One will be given mid-session and the other at the end of the session. Each test will consist of 15 to 20 short-answer and/or multiple-choice questions which cover assigned readings (text, articles, assessment instruments), class notes, lectures, and media.

2. Assessment Critique (100 points & 50 points; total 150 points):
Each student must complete a critique of an assessment instrument, procedures or systems utilized for diagnosis and/or curriculum planning with young children either suspected to be or confirmed to be eligible for preschool special education or early intervention. Your critique should consist of a cover page with the complete reference of the test (reference page) in APA style (6th edition) and be followed by as many as necessary typed double-spaced pages to answer the following questions (additional questions may be provided at the discretion of the instructor):

1. What does the table of contents and appendices tell you about the instrument?
2. How were the developmental sequences (or task sequences) derived?
3. Does it measure what it intends to measure? How do you know?
4. Does it have the ability to make the discriminations you want as an interventionist? Why?
5. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
6. Can it be used to determine annual goals and short-term objectives? (Why or why not?)
7. Does it focus on some areas better than others and, if so, what are they?
8. On what population was the assessment normed?
9. Is the assessment "adaptable" ... that is, does it allow for changes in criteria for passing, materials, or presentation based upon the obvious limitations of the student.

The assessment critique is due at 4:00 PM on Thursday, May 2, 2019. You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your assessment critique in WebCampus. No other file types will be accepted.

Students will also complete an oral presentation in class. Students will answer and discuss all 9 questions in their presentation. Students will also have a visual aide to accompany their presentation, either a handout, a powerpoint, or another instructor approved visual. The presentation component is worth 50 points.

Criteria for Oral Presentation:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>5</td>
</tr>
<tr>
<td>Visual aide</td>
<td>10</td>
</tr>
<tr>
<td>Activities with visual support(s)</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
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</tbody>
</table>

Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the UNLV Lynn Bennett Early Childhood Education Center, UNLV Teacher Development & Resources Library (UNLV TDRL), Clark County School District, and Head Start. The instructor reserves the right to request that the student produces a copy of the assessment.

3. Online Participation and Discussion (5 points each for a total of 50 points):
To facilitate discussion of session readings, students will respond to discussion questions and prepare to possibly lead the discussion of the question in class. Periodically students may also be asked to prepare a discussion question. Discussion
questions will be addressed at the beginning of class. Each week’s discussion post is due in WebCampus at 12:00 PM on Thursday (i.e.: Discussion #1 is due in WebCampus on February 7th at 12:00 pm). Each discussion should be no less than three to five sentences in length and should be thoughtful and non-repetitive.

4. Online Quizzes (5 points each; total of 50 points):
Quizzes will be given throughout the semester. The purpose of the quiz is to reinforce and build on the course content students receive in this class. Each quiz will be five questions in length. They will be comprised of true/false, multiple choice, or short answer/essay and must be taken in WebCampus. Each week’s quiz will stop accepting submissions at 12:00 PM on Thursday.

5. Participation & Attendance Points (50 points):
Attendance and participation are essential for mastery of course content. Students are encouraged to take a proactive rather than a reactive role during class. Students are expected to come to class each week prepared to discuss and respond to main topics from the readings. For participation and attendance, students will earn approximately 3 points per class period that is in-person or online. Points will be earned based on the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Student arrives to class on time, with all materials prepared</td>
<td>Student arrives late to class OR without all materials prepared</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Student actively participates in class discussion and activities and is prepared with assignment materials. Student comprehensively completes designated online activity.</td>
<td>Student somewhat participates in class discussion activities OR is not well prepared with assigned materials OR partially completes online activity.</td>
<td>Student does not participate in class discussions or activities and is not prepared for class OR does not complete online activity OR student holds side conversations/does not pay attention/spending large amounts of time on technological device.</td>
</tr>
<tr>
<td>Longevity</td>
<td>Student remains in class for the entire time</td>
<td></td>
<td>Student leaves class early</td>
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</table>

Participation and attendance activities points will only be given if a student is present in class and participates. Therefore, if a student does not attend class, regardless of the reason, they will not earn the points. Updated at midterm, end of course, or per student request.

Administrative Requirements and Course Policies:
1. Late Policy: Assignments are due at the specified time as indicated in the syllabus pm. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. No exceptions. Dependent on the assignment, some assignments need to be uploaded to Webcampus via Turn It
In when notified by the instructor.

2. All assignments MUST be done in APA 6th edition, including typed and double-spaced. Work submitted should reflect undergraduate college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

3. This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis. The instructor will utilize WebCampus to display course notes and materials. Students are expected to bring a copy of the course notes and materials (hard copy or electronic) from WebCampus for each scheduled class session.

4. You are responsible for finding the tests, instruments, etc. to review. Some good sources include the UNLV Lynn Bennett Early Childhood Education Center, UNLV CML, Clark County School District, and Head Start.

Other Notes - Students are expected to demonstrate professional behavior at all times. This includes:
• Refraining from inappropriate or personal comments about other students or the instructor
• Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
• Cell phones for emergency use only during class
• Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
• The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 or below</td>
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Online Discussions 50
Quizzes 50
Midterm Exam 100
Final Exam 100
Assessment Critique 100
Assessment Critique Presentation 50
Participation/Attendance 50

Total Points 500
• Exams and the assessment critique are to be taken (or handed in) no later than the date and the time indicated. REMEMBER you are responsible for all material, including announcements schedule changes to course outline, handouts, and material presented in class whether or not you are present.

**XIV. Course Outline (Tentative):** Course outline subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/24/19</td>
<td>Syllabus and WebCampus, Part I</td>
</tr>
</tbody>
</table>
| 2.   | 1/31/19 | **Topic:**
|      |         | • Syllabus and Webcampus, Part II  |
|      |         | • Introduction and Historical Perspectives on Alternative Assessment  |
|      |         | **Reading:**
|      |         | • Losardo & Syverson, Chapter 1  |
| 3.   | 2/7/19  | **Online Class**
|      |         | **Topic:**
|      |         | • DEC & NAEYC Recommended Practices: Assessment  |
|      |         | **Reading:**
|      |         | • Losardo & Syverson, Chapter 1 (if you haven’t read it yet)  |
|      |         | • DEC & NAEYC Recommended Practices: Assessment  |
|      |         | **Due:**
|      |         | • Quiz #1  |
|      |         | • Discussion #1  |
|      |         | • Quiz #2  |
|      |         | • Discussion #2  |
| 4.   | 2/14/19 | **Topic:**
|      |         | • Traditional and Contemporary Assessment Models  |
|      |         | **Reading:**
|      |         | • Losardo & Syverson, Chapter 2  |
|      |         | **Due:**
|      |         | • Quiz #3  |
|      |         | • Discussion #3  |
| 5.   | 2/21/19 | **Topic:**
|      |         | • Linking Assessment and Intervention  |
|      |         | • NEIS Guest Speaker  |
|      |         | **Reading:**
|      |         | • Losardo & Syverson, Chapter 3  |
|      |         | **Due:**
|      |         | • Quiz #4  |
|      |         | • Discussion #4  |
| 6.   | 2/28/19 | **Online Class**
|      |         | **Topic:**
|      |         | • Naturalistic Assessment  |
|      |         | **Reading:**
<p>|      |         | • Losardo &amp; Syverson, Chapter 4  |
|      |         | • PDF on Naturalistic Assessment  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due:</th>
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<tbody>
<tr>
<td></td>
<td>3/9/19</td>
<td>Focused Assessment</td>
<td>• Losardo &amp; Syverson, Chapter 5</td>
<td>• Quiz #5</td>
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<td>Review for Midterm Exam</td>
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<td>• Discussion #5</td>
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<td></td>
<td>3/14/19</td>
<td>Midterm Exam- Online*</td>
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<td></td>
<td>3/21/19</td>
<td>Spring Break</td>
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<td></td>
<td>3/28/19</td>
<td>Performance Assessment</td>
<td>• Losardo &amp; Syverson, Chapter 6</td>
<td>• Quiz #6</td>
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<td>• Discussion #6</td>
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<td>4/4/19</td>
<td>Portfolio Assessment</td>
<td>• Losardo &amp; Syverson, Chapter 7</td>
<td>• Quiz #7</td>
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<td>• Discussion #7</td>
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<td>4/11/19</td>
<td>Dynamic Assessment</td>
<td>• Losardo &amp; Syverson, Chapter 8</td>
<td>• Quiz #9</td>
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<td>• Discussion #9</td>
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<td>4/18/19</td>
<td>Curriculum-Based Language Assessment</td>
<td>• Losardo &amp; Syverson, Chapter 9</td>
<td>• Quiz #10</td>
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<td>• Discussion #10</td>
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<tr>
<td></td>
<td>4/25/19</td>
<td>Work on Assessment Critique</td>
<td></td>
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<td></td>
<td>5/2/19</td>
<td>Transdisciplinary Framework</td>
<td>• Losardo &amp; Syverson, Chapter 10</td>
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<td>16.</td>
<td>5/9/19</td>
<td>Assessment Critique</td>
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<td>Topic:</td>
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<td>- Assessment Critique In-Class Presentations</td>
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<td></td>
<td>- Review for Final Exam</td>
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<tr>
<td>17.</td>
<td>Week of 5/13/19</td>
<td>Final Exam*</td>
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* Exams must be taken on the date indicated at the time of the regularly scheduled class and as notified by the instructor. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the assessment critique MUST be turned in NO LATER than the date and time indicated above. See the course late policy.

XV. Special Notes

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**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 permitted only 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.

**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 information can be found at: http://www.unlv.edu/provost/copyright.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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 at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: [http://www.unlv.edu/Registrar/calendars](http://www.unlv.edu/Registrar/calendars).

**Incomplete Grades**—The grade of “I”—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of “F” will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete 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](http://guides.library.unlv.edu/appointments/librarian). You can also ask questions via chat and text message at [http://ask.library.unlv.edu/](http://ask.library.unlv.edu/).

**Rebelmail**—By policy, faculty and staff should email students’ Rebelmail accounts only. Rebelmail is UNLV’s official email system for students. As such, it is a primary way student receive official university communications such as 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 acceptable.**

**Missed Classwork**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).
In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall 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 is to offer fair and equitable 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 and fairly earn her or his grade in the course. This policy shall 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 faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they 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 the Executive Vice President and Provost.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

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, visit http://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 (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.
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<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
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| EXCEEDS EXPECTATIONS 45-50 Points      | √ Consistent organization and thought  
 √ Consistent use of APA 6th ed. style  
 √ Correct spelling and grammar  
 √ Cited all references in text & in references correctly  
 √ Covered the required topics | √ Contained at least 5 references  
 √ Used a variety of references  
 √ Presenting original perspective about test or instrument  
 √ Current Information published within last 5 years (2013-2018)  
 √ Is consistent in position taken across questions |
| MEETS EXPECTATIONS 40-44 Points        | √ Fair organization but with occasional lapses in clarity  
 √ APA 6th ed. style with minor discrepancies  
 √ One or two spelling or grammar errors  
 √ Not all references cited in text & in references correctly  
 √ Covered the required questions | √ Contains at least 3 references  
 √ More than 2 references came from a non-peer reviewed source  
 √ Variety of references not well represented  
 √ Information presented was only partially representative of new & current information published 5-10 years ago  
 √ Is consistent in opinions or views across questions/answers |
| BELOW EXPECTATIONS Less than 40 Points | √ Disorganized & difficult to follow  
 √ Minimal use of APA 6th ed. style with major discrepancies  
 √ Many spelling or grammar errors  
 √ References in text & reference list not cited correctly  
 √ Did not answer the required questions | √ Did not contain at least 3 references  
 √ No references were from a peer reviewed source  
 √ Poor variety of references  
 √ Information not current (published 10+ years ago)  
 √ No indication of consistency in opinions or views across answers/questions |