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INSTRUCTOR:

Instructor: Caitlin Pike, MLS, AHIP
Indiana University School of Informatics and Computing
Adjunct Professor of Consumer Health Informatics

Librarian, Liaison to the School of Nursing and the Medical Humanities and Health Studies Program

Usual Office Hours: Wednesdays 11:00 am - 5:00 pm (please call first)
• By appointment at dates/times and locations that are convenient!
• Please feel free to contact me via telephone (317-274-2885).
• Email correspondences will typically be answered within 24 hours on weekdays.

Office: UL 3120A, University Library
755 W. Michigan Street, Indianapolis, IN 46202
Phone: (317) 274-2885 (Office)
Email: caiapike@iupui.edu

ABOUT THE COURSE:

Section No.: INFO LIS644 or NURS- 635: Consumer Health Informatics
Credit Hours: 3 graduate credits
Time: Asynchronously online
Location: NA
Website: Canvas: SP15-IN-LIS-S644-13551
https://iu.instructure.com/courses/1425166
https://canvas.iu.edu
Prerequisites: None
**Description:**

Consumer informatics is a field of informatics that sits at the intersection of public health informatics, clinical informatics, social informatics, human-centered computing, health education, the library and information sciences, and communication sciences. Consumer Health Informatics views informatics from consumer, patient, and caregiver perspectives, working to empower patients to manage their own health and healthcare. Consumer-driven health systems focus in the consumer’s need for information, implementing best practices for making tailored resources available, and developing patient-driven health information systems. In this course, we learn about how technologies are used to deliver point-of-need, consumer-focused health resources and healthcare. Our focus will be on patient-focused tools and applications, health literacy and consumer education, and on information structures and processes that empower consumers to manage their own health.

Topics include:
- Models for the delivery of consumer health information (eHealth, others)
- Commonly used (Web) and emerging (mHealth, body sensors) technologies for patient-provider interaction and patient-data collection
- Patient privacy and confidentiality
- Quality of consumer health information, information needs, and information seeking behaviors
- Health literacy and health information literacy
- Human-computer interaction and patient-focused design (of consumer health information tools and resources)
- Consumer access to clinical information and current biomedical research (OVID MEDLINE, PubMed)

**Course Learning Outcomes:**

General course objectives are here. Weekly thematic learning goals and outcomes are located in “Weekly Schedules.” Key themes are addressed each week, with important topics woven throughout and across the semester. (See also Topical Outline, below.)

By the completion of this course, students will have accomplished, and will be able to:

- Define, identify, describe, compare and evaluate existing and emerging informatics approaches to consumer health information and patient care. These include consumer web-based healthcare delivery, eHealth models, mHealth models; eHealth models, social networking, news groups and chat rooms, and other relevant virtual spaces; e-mail; telephone and telehealth tools; body sensors; and others.
- Define and explain the myriad issues, challenges, and barriers that arise in technology-driven consumer health informatics environments, and informatics-driven tools and resources for delivering healthcare. Describe the impact of technology-driven healthcare on
Consumer decision-making, self-management, and self-care.

- Analyze and describe the changing relationships between healthcare consumers, patients, and providers. Describe the ways in which these changes are driven by, and are driving health informatics. Recommend strategies for using informatics approaches and technologies to enhance interpersonal relationships among healthcare professionals, among patients and caregivers, and among patients (and their caregivers) and providers.

- Analyze any social and ethical problems and concerns related to online, digitized, and technology-based (sensors, mHealth, eHealth, etc.) health information and care delivery. Describe the ways in which these concerns or problems play-out in terms of healthcare delivery and outcomes.

- Recognize and describe contemporary trends and best practices in consumer health informatics, and consumer health information seeking and usage.

- Apply human-centered computing and patient-centric design theories and best practices to the development of consumer health information tools and resources.

- Explain the roles of the U.S. federal government and professional organizations in driving and/or responding to the development and proliferation of consumer health informatics. Analyze the implications and outcomes of relevant when policy decisions at local, regional and national levels.

- Define, describe, and explain relevant health policies, HIPPA, the Affordable Care Act, and other relevant laws and legislation (state and national).

- Use standardized methods for evaluating the quality of health information; recommend strategies for ensuring best practices in patient-centered design and information quality.

- Describe the ways in which consumer-driven social networking impacts on healthcare. Identify and demonstrate relevant social media sites. Identify and demonstrate relevant e-mail based healthcare delivery and information sharing models, telephone and telehealth models, mHealth models, eHealth models, etc.

- Demonstrate outstanding professional skills including, but not limited to: superb relationships with classmates and colleagues, accountability, active listening, and ethical behavior (honesty, integrity, etc.)

**Technical, Computing, & Professional Skills:**

1. **Information Tools and Computing Skills:**
   Students will develop these skills by using the CANVAS course portal for communication related to the course. Students will also search the biomedical journal literature through PubMed or OVID MEDLINE, and use Microsoft Office, Skype, Adobe Connect, and various mobile apps and web-based tools, resources, and applications.

2. **Critical thinking:**
   Students will develop and enhance this skill by completing a variety of independent tasks and assignments that require critical thinking; analyzing problems and issues in healthcare; and by applying their knowledge to course projects and discussions.
3. **Problem solving:**
   Students will analyze and apply information and assumptions to problem situations in health care management. Students will work independently and/or in small team environments to analyze and propose solutions for problems and issues in healthcare. Students will engage in problem-based learning methods through case study(ies) analysis.

4. **Communication skills:**
   Communication skills will be demonstrated by class participation via CANVAS Modules, Chat, Collaboration, Conference, and Discussion tools. Students will participate in online and/or face-to-face conversations. Students will practice professional communication skills through their engagement with classmates, teammates, and the instructor.

5. **Independent research skills:**
   Students will learn to search the biomedical journal literature through OVID MEDLINE and/or PubMed; analyze the literature of a topic of their choice, and conduct literature review.

6. **Creativity and innovation:**
   Students demonstrate creativity and innovation through independent projects, weekly graded tasks and assignments. Students will also design a consumer health app.

7. **Ethical issues in decision making and behavior:**
   Students will study ethical issues in healthcare management, delivery, and privacy and confidentiality. Students will practice integrity and demonstrate professional ethics through their engagement with classmates, teammates, and instructor; and through their engagement in independent activities, and graded tasks and assignments.

**Principles of Graduate and Professional Learning (PGPL):**

Course goals and learning outcomes are linked into the Indiana University PGPL required Learning Outcomes:

A. Knowledge and skills mastery (K&S)
B. Critical thinking and good judgment (CT)
C. Effective communication (EC)
D. Ethical behavior (EB)
### TOPICAL OUTLINE:

The course is organized into broad modules, with specific themes and topics studied across the weeks.

#### Module A: Course Learning Community & Introduction to Consumer Health Informatics

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Introduction to the course, getting acquainted, initial housekeeping and technology tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11 - 17</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>What IS consumer health informatics? Definitions, themes, terminology, trends</td>
</tr>
<tr>
<td>January 18 - 24</td>
<td></td>
</tr>
</tbody>
</table>

#### Module B: Working the System

<table>
<thead>
<tr>
<th>Week 3:</th>
<th>Overview of the U.S. healthcare system</th>
</tr>
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<tbody>
<tr>
<td>January 25 - 31</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Your health, online: EHRs, PHRs, ethics, privacy and confidentiality</td>
</tr>
<tr>
<td>February 1 - 7</td>
<td></td>
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<tr>
<td>Week 5:</td>
<td>Health policy, laws &amp; legislation</td>
</tr>
<tr>
<td>February 8 - 14</td>
<td></td>
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<tr>
<td>Week 6:</td>
<td>Patient-centered clinical outcomes</td>
</tr>
<tr>
<td>February 15 - 21</td>
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</tbody>
</table>

#### Module C: The Informed Consumer

<table>
<thead>
<tr>
<th>Week 7:</th>
<th>Patient empowerment and self-activation</th>
</tr>
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<tbody>
<tr>
<td>February 22 - 28</td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>Literacy, numeracy, culture</td>
</tr>
<tr>
<td>February 29 - March 6</td>
<td></td>
</tr>
<tr>
<td>Week 9:</td>
<td>Health Literacy, health information literacy</td>
</tr>
<tr>
<td>March 7 - 13</td>
<td></td>
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<tr>
<td>Week 10:</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>March 14 - 20</td>
<td></td>
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<tr>
<td>Week 11:</td>
<td>Evaluating the quality of health information tools and resources</td>
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<tr>
<td>March 21 - 27</td>
<td></td>
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<tr>
<td>Week 12:</td>
<td>Information seeking and information behavior</td>
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<tr>
<td>March 28 - April 3</td>
<td></td>
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</tbody>
</table>

#### Module D: Informatics Applications for a Thriving, Healthy Life

<table>
<thead>
<tr>
<th>Week 12:</th>
<th>Medical homes, sensors, devices and interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4 - 10</td>
<td></td>
</tr>
<tr>
<td>Week 13:</td>
<td>Patient-centered design, human-centered computing</td>
</tr>
<tr>
<td>April 11 - 17</td>
<td></td>
</tr>
</tbody>
</table>
### Course Learning Community & Final Reflections on Consumer Health Informatics

| Week 14: April 18 - 24 | Trends, predictions, the future of consumer health informatics  
| | Conclusions, wrap-up, reflections  
| | Misc. final housekeeping |

### REQUIRED READINGS:

No textbooks are required.

All book chapter and journal readings are listed in the syllabus and in each week’s schedule. All book chapter and journal readings are available in Canvas – weekly MODULES.

### Misc. Book Recommendations for Your Professional Collections:


*Northouse has written many fine books on leadership. Any of these make excellent additions to your professional collections.*


*The Bolton’s have written a number of books and resources on workplace communication, relationships, etc. Any of these make excellent additions to your professional collections.*


*Meryl Runion has written several versions and editions of the Power Phrases books. Any of these will make excellent additions to your professional collections.*


*Any of the editions or versions of O’Hair’s public speaking guides will make excellent additions to your professional collections.*


*There are many new health informatics books being published! I recommend that you review a few, then purchase your favorites.*
Although the books below are dated, the concepts, issues, and themes remain relevant. Plus, these books are the foundational textbooks of our field:


SOFTWARE REQUIREMENTS:

During the first week of class, get your technology needs in order!

- You must be able to access our course’sAdobe Connectsite. Adobe Presenter is an online classroom space. Click here for access: http://connect.iu.edu

- Your computer must superb Internet access.
- Your computer must have audio capabilities (that work! Take care of this the first week of class!)

Technical Support:

Students are responsible for making all necessary provisions for accessing course-related tools and resources, including those that are available in Canvas -- MODULES.

Excellent technical assistance is available from the following:

KnowledgeBase Online Q & A: <http://kb.iu.edu>
ITHelpLive: <https://ithelplive.iu.edu/>
Telephone support: 317-274-4357, 24 hours a day, 7 days a week
Email: <ithelp@iu.edu>
IUanyWare: <https://iuanyware.iu.edu/vpn/index.html>

IUanyWare is a client virtualization (CV) service available to Indiana University students, faculty, and staff. With IUanyWare, you can use a web browser or mobile app to run IU-licensed software applications without having to install them on your computer or mobile device.

You'll need to do some initial setup, and configure cloud storage if you wish to store files remotely (e.g., on your IU Box or SharePoint My Site account).
For information on software currently available through IUanyWare and in the IUB and IUPUI STCs, see the current software list at: https://stcweb.stc.indiana.edu/Public/Software/current.cfm

Please note that IUanyWare resets your account at the end of each school year. If you had an account last fall 2014, it will have been reset for this fall. Details at: https://kb.iu.edu/d/bdlb

____________________________________________________________

COURSE PROCESS & WORKLOAD:

Please read, re-read, and re-read the following sections. You will be held accountable to all of the expectations and requirements listed here.

Learn what is expected – internalize it – model it – live it!

Getting Started!

The course is organized into distinct, broad modules. The course is further organized into topical themes. Our weeks run from Monday – Sunday. Some themes are addressed in one week, and other themes extend over several weeks.

When you login to Canvas, go to MODULES. Start with WEEK 1. When you click on the link, you will be taken to a Word or PDF document that contains all of the instructions for this week. You will see that each week is organized as follows:

- **GOALS & LEARNING OUTCOMES** – weekly learning goals and outcomes are listed here. You should read these, and revisit them throughout the week. Be sure that you are focusing your learning on achieving these outcomes.

- **READINGS** – weekly readings are listed. Readings are located in each weekly MODULE.

Readings serve as the foundation for your learning, engagement in activities, and assignments. I recommend that you aim for completing readings and learning activities early-on each week (weeks run from Monday - Sunday). This will give you time to think about what you've learned, and bring your best work to required “tasks” or “assignments.”

In addition to reading from posted lists, I encourage you to explore outside reading and share these with classmates.

- **ACTIVITIES** – weekly independent learning activities are listed here. You are expected to complete ALL activities.
Learning activities provide opportunities to explore current topics, explore relevant information resources and tools, and think critically about this week’s readings, and learning outcomes. It is expected that each student will complete all of the learning activities early-on each week (week runs from Monday - Sunday). Activities are not submitted, but may be required as graded “tasks.”

- **TASKS and ASSIGNMENTS** – all graded tasks and assignments are listed here.

Details for each assignment are available in *Canvas – ASSIGNMENTS.*

You will notice that the “tasks” are usually quite minimal, and directly related to each week’s independent learning activities. The assignments are more detailed and expansive, incorporating several weeks’ of learning.

You will complete several written assignments this semester. Readings, activities and tasks serve as the background for these projects. Assignment details and due dates are posted below in the syllabus and in *Canvas -- ASSIGNMENTS.*

**About Asynchronous Online Learning:**

- Our course is ‘asynchronous,’ meaning that not everyone is online at the same time. We DO have optional occasional live chats, and you can request a chat for any time!

- Keep in mind that online courses require different time-management options from traditional, face-to-face courses.

- Asynchronous, online learning requires a great deal of time and commitment: self-motivation, self-discipline, and a conscientious approach to learning and sharing. In an asynchronous, online learning environment, it helps to focus your learning on interacting with each other and with the information gleaned from readings and discussions.

- This requires that you organize the information gathered from the readings, and tie-in what you’ve learned from your professional experience and education. Identify what you need to know, find out, teach others, and apply the new knowledge. To a large extent, you can set your own pace each week, and discuss topics or readings that are interesting and relevant to you.

- Online learning environments appreciate diversity of input, experience, and opinions! You all have different levels of knowledge, expertise, and skills – share these with your classmates for lively discussions and exchange.

- Because the class is based on principles of collaborative learning, not only will you be at a disadvantage if you get behind, but you will affect your classmates’ learning as well.
Netiquette:

- Please follow common conventions of Internet etiquette.

- Avoid the POISON PEN! Never respond when you are distracted, tired, or annoyed. Anything you write remains forever. You cannot take back sharp words with a smile or pat on the arm.

- Remember that online communication does not come with body language, facial expressions, and body signals. Online communication is about WORDS. So, be super careful to use words and language that are the most accurate. Be very careful that your words do not come off as snotty, angry, aggressive, rude, nasty, dismissive, etc.

- Never share anything in our class that you would not distribute publically.

- Do NOT share your personal health information or discuss you family and friends’ health.

- Keep your comments brief, concise, succinct, and to the point. Learn to communicate your point with fewer words.

- Do not write in all caps. THIS IS THE EQUIVALENT YELLING, BY THE WAY... Please don’t yell.

- Be sure that your work is easily readable from different machines with different settings: Use black text; 11 -12 point font size; Arial, Times New Roman, or a simple font style; 1 inch margins all around; etc.

Privacy & Confidentiality:

- Although access to course materials is restricted to registered students and invited guests, please be particularly conscientious about privacy.

- Do not post anything that you would not post in a public forum. Be mindful of the potentially confidential nature of class discussions.

- Do not tell us details about your private medical history or those of your family. Be discrete.

Course Workload Expectations:

- It is expected that students will participate fully in all required assignments and activities. Please notify me (the instructor) and any team members with whom you are working if you are unable to participate.
This is a student-driven, student-focused course for highly motivated adult learners. As an adult learner, you are responsible for your own actions, inactions, contributions, and ultimately, for your own learning.

This class provides you with an extensive ‘buffet’ of information from which you should ‘eat’ (learn). Do not expect to be spoon fed; do not expect to sit on your hands at the buffet! You are responsible for making good use of this vast ‘buffet.’ What you learn ultimately depends on the time, effort, energy, and commitment that you bring to the table.

The roles of the instructor is to provide you with ample resources and opportunities, to facilitate the learning process, and to provide assessment and feedback on your progress.

Students should scan the current literature, be informed about related events and issues, and share noteworthy information.

This is a three-credit, graduate-level course. In accordance with IUPUI policies and standard expectations, a 3:1 workload is expected: On-average, in addition to the 3 hours you would be spending in class, this course should take about 12 - 15 hours per week (a total of 15 - 18). This workload will increase dramatically before assignments are due. This translates to a significant commitment of time each week. A graduate course is the equivalent of a rigorous, part-time job. Plan accordingly, pace yourself, and **frontload your workflow**.

I understand that professional working adults may have commitments that occasionally keep you away from their coursework. If this is the case, let me (the instructor) and your teammates know ahead-of-time so that we can plan accordingly.

**Special Accommodations:**


**Student Advocacy:**

If you are having problems of any kind, please know that student advocates are available in the IUPUI Office of Educational Partnerships and Student Advocacy, **Shawn Patrick** (Student Advocate): 317-274-4431, patricks@iupui.edu

**Questions and Help:**

Feel free to contact me: 317-274-2885

Please ask questions about unclear coursework so that we can discuss and clarify any ambiguities in course assignments or activities. I encourage you to contact me with comments or feedback. Deal with issues before they become problems.
• The most current copies of the course syllabus, assignments, course materials, and schedules are posted in Canvas. Any date or schedule changes will be posted in the ANNOUNCEMENTS. Students should regularly check the Canvas ANNOUNCEMENTS for course news and updates.

• Make active use of this syllabus, course resources, and course assignments. Use this syllabus as a handy reference guide and tool throughout the semester! Read and re-read, ask questions for clarification, and use these as information guides as you work.

• Refer to “Technical Support” (above) for help with hardware, software, and computing issues.

PROFESSIONALISM:

Our primary goal is to build a learning community where all can develop in an atmosphere of integrity, where honest and imaginative academic work may flourish. As co-participants in this learning community, all students are expected to treat each other with the utmost respect and to adhere to the highest standards of academic integrity, honesty and fairness.

Every student is expected to model the highest standards of collegiality and professional behavior. This includes:

• Being prepared, being accountable, honest and truthful; actively participating.

• Respecting others, the diversity of their experiences and perspectives, and their opinions (even when they differ from your own).

• Being direct and truthful in communication, taking credit only for work that you have done, and fairly giving credit to sources from which you draw ideas and information.

• Being accountable to the instructor and class colleagues for your class participation and making a good faith effort to ensure that the class goes well.

Respect:

• Be respectful of classmates. Our rich and diverse backgrounds and life experiences provide the opportunities for lively discussions from multiple points-of-view.

• Mutual respect is a key component of trust in this online atmosphere.

Communication:

• Communicate directly, honestly, graciously and politely with classmates at all times.
• Please feel free to talk with me anytime during the semester concerning your progress in class. I always prefer to hear about your concerns or difficulties before they become serious problems so we can work together to find a solution with time left in the semester to implement a plan.

  My goal is that this course be an important and valuable learning experience for you.

ASSIGNMENTS, GRADED POLICIES & ASSIGNMENT RULES:

Graded Work & Due Dates:

<table>
<thead>
<tr>
<th>Graded Assignment</th>
<th>% Value of Course Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly graded “tasks” <em>(See each week’s MODULE for details)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer than 6 = C (fail)</td>
<td>35%</td>
<td>By Sunday of each week. NO EXCEPTIONS.</td>
</tr>
<tr>
<td>7 tasks professionally completed and submitted = B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 tasks professionally completed and submitted = B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 tasks professionally completed and submitted = B+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 11 tasks professionally completed and submitted = A-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 - 13 tasks professionally completed and submitted = A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 + tasks professionally completed and submitted = A+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>App Mock-Up Project</td>
<td>45%</td>
<td>Final App: Sunday, March 27</td>
</tr>
<tr>
<td>Initial Idea &amp; Timeline</td>
<td>5%</td>
<td>Sunday, January 31</td>
</tr>
<tr>
<td>Literature Review</td>
<td>15%</td>
<td>Sunday, March 13</td>
</tr>
<tr>
<td>Abstract / Executive Overview</td>
<td>5%</td>
<td>Sunday, March 27</td>
</tr>
<tr>
<td>The Mobile App Mock-Up itself</td>
<td>20%</td>
<td>Sunday, March 27</td>
</tr>
<tr>
<td>Resource or App Evaluation</td>
<td>20%</td>
<td>Sunday, May 1</td>
</tr>
</tbody>
</table>

General Assignment Rules:

• Detailed instructions for all graded tasks are available in Canvas – weekly MODULES.

• Detailed instructions for all graded assignments are available in Canvas -- ASSIGNMENTS.
• **The syllabus is the official and final word on all due dates.** Changes in due dates will be announced in class and posted in the Canvas course site.

• **Submit assignments to Canvas – ASSIGNMENTS before midnight on the due date.** Assignments that are not in the correct location will be considered late.

• Each assignment can only be submitted one time; subsequent submissions will delete the first submission.

• Graded assignments will be reloaded after having been graded.

**Style & Formatting:**


  **REMEMBER:** Style also applies to layout, syntax, grammar and many other elements, as well as to bibliographies. Use your style manual consistently for all aspects of your written works.

• **Assignment page limits:** Page requirements are specified when applicable. If there is no indication of page number, there are no length requirements.

**Late Assignments:**

All late assignments will be automatically docked one full letter grade unless approved prior to their due dates. If you require an exception to this policy, please speak with the instructor ASAP.

Plan accordingly and frontload your workflow!

**Course Incompletes:**

The SOIC policy dictates that instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. [http://registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html)

**SOIC POLICY ON COURSE EVALUATIONS:**

Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing.
Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/)

Course evaluations are open from the eleventh week, but I highly recommend that you complete the evaluation after the final class session. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information can be left blank if it could be used to identify the student.

A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**UNIVERSITY POLICIES & GUIDELINES – ACADEMIC MISCONDUCT:**

All IU and IUPUI academic standards and policies are in effect, including standards for computing ethics, plagiarism, academic honesty, and all provisions outlined in the Code of Student Rights, Responsibilities, and Conduct: [http://www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/), (IU Campus Bulletin, pp. 36 - 38) and the IU Academic Handbook: [http://www.dsa.indiana.edu/Code/Part_2acad.html](http://www.dsa.indiana.edu/Code/Part_2acad.html)

**Interference:**

- A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

**Violation of Course Rules:**

- A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

**Facilitating Academic Dishonesty:**

- A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.
Cheating:

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

- A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

- A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

Fabrication:

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
Plagiarism:

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is “common knowledge.”

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

- A student must give credit to the originality of others and acknowledge indebtedness whenever: directly quoting another person’s actual words, whether oral or written; using another person’s ideas, opinions, or theories; paraphrasing the words, ideas, opinions, or theories of others, whether oral or written; borrowing facts, statistics, or illustrative material; or offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

IUPUI MISSION STATEMENT:

The Mission of IUPUI is to provide for its constituents excellence in:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement

With each of these core activities characterized by:

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

IUPUI STATEMENT OF VALUES:

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional
development of its students, faculty, and staff and to continuous improvement of its programs and services.