



## SCHOOL OF INFORMATICS AND COMPUTING

INDIANA UNIVERSITY  
Department of BioHealth Informatics  
IUPUI

### HIM-M462 Healthcare Quality Improvement

Department of BioHealth Informatics  
Indiana University School of Informatics and Computing, Indianapolis  
Fall 2019

*Section No.:*

*Credit Hours:* 3

*Instructor:*

*Office Hours:* Wednesday

*Office:* WK 370, Walker Plaza Building  
719 Indiana Avenue, Indianapolis, IN 46202 [\[map\]](#)

*Email:* Instructor will respond to emails within 24-48 hours.

*Prerequisites:* None (Not an extension of any undergraduate or graduate course)

### COURSE DESCRIPTION

This course will identify quality/performance improvement methods and techniques for healthcare professionals. Interpretation of data appropriate to user needs and presentation of information will also be covered.

### Required Text(s):

Title: Quality and Performance Improvement in Healthcare  
Author(s): Shaw, Patricia/ Carter, Darcy  
Edition: 7th  
Publisher: AHIMA Press  
ISBN: 9781584266631

**Title:** [HIGH RELIABILITY HEALTH CARE | Edition: 2ND 17](#)  
**Author(s):** Barry, Robert, Murcko, Amy, Brubaker, Cliff  
**Edition:** 2nd  
**Publisher:** Health Administration  
**ISBN:** 9781567938661

**Core Competencies: Updated CAHIIM Model Curriculum 2014**

**Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security**

**Subdomain II.A. Health Law**

1. Identify laws and regulations applicable to health care
  - \* Control charts, pareto charts, fishbone diagrams and other statistical process control techniques (3)

**Domain III. Informatics, Analytics and Data Use**

**Subdomain III.H. Information Integrity and Data Quality**

3. Apply quality management tools
  - \* Presentation Software, Healthcare Data, Indices and Registries (5)
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems
  - \* Data quality assessment and integrity; Disease management process (case management, critical paths, and care coordination); Outcomes measurement (patient as patient, customer satisfaction, and disease specific); Patient and organization safety initiatives (4)
5. Model policy initiatives that influence data integrity (3)

**Domain VI. Leadership**

**Subdomain VI.A. Leadership Roles**

6. Build effective teams
  - \* Team/consensus building (6)

**Domain VI. Leadership**

**Subdomain VI.E. Training and Development**

1. Evaluate initial and on-going training programs

**Subdomain VI.F. Strategic and Organizational Management**

4. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems
  - \* State, local, and federal policies (5)
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system
  - \* Payers/providers in all delivery settings; Accountable Care Organizations (ACOs) and Managed Care Organizations (MCOs); Medical devices and biotech (3)

**Profiles of Learning for Undergraduate Success (PLUS)**

**A. Communicator**

1. *Evaluates Information*
2. *Listens Actively*
3. *Builds Relationships*
4. *Convey Ideas Effectively*

**B. Problem Solver**

1. *Thinks Critically*
2. *Collaborates*

3. *Analyzes, Synthesizes, and Evaluates*
  4. *Perseveres*
- C. Innovator**
1. *Investigates*
  2. *Creates/Designs*
  3. *Confronts Challenges*
  4. *Makes Decisions*
- D. Community Contributor**
1. *Builds Community*
  2. *Respectfully Engages Own and Other Cultures*
  3. *Behaves Ethically*
  4. *Anticipates Consequences*

### STUDENT LEARNING OUTCOMES

| Upon completion of this course, the student will   | RBT | PLUS | Assessment                          |
|--|-----|------|-------------------------------------|
| 1. Apply quality management tools  | 5   | 3.4  | Core Measure Comparison Paper, Wk 8 |
| 2. Identify laws and regulations applicable to health care   | 3   | 2.1  | Final Exam                          |
| <b>3. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems</b> | 4   | 2.1  | Quality Case Study, Wk 4            |
| <b>4. Model policy initiatives that influence data integrity</b>   | 3   | 3.4  | Quality Project, Wk 12              |
| 5. Build effective teams   | 6   | 3.4  | Quality Project, Wk 12              |
| <b>6. Evaluate initial and on-going training programs</b>  | 5   | 3.4  | Core Measure Comparison Paper, Wk 8 |
| 7. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems                    | 5   | 4.4  | Quality Project, Wk 12              |
| 8. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system        | 3   | 2.1  | Final Exam                          |

**\*RBT: Revised Bloom's Taxonomy; PLUS: Profiles of Learning for Undergraduate Success (PLUS)**

A comprehensive final examination covers all student learning outcomes.

## INSTRUCTOR'S GRADING CRITERIA/TIMETABLE

All course material submitted on time will be graded within 7 days of their due date (the Monday of the following unit). Approved late work will be graded within 5 days of the submission date.

## GRADING CRITERIA/COURSE EVALUATION

| Assessments                                  | Number | Points each    | Total Points      | Percent     |
|--|--------|----------------|-------------------|-------------|
| <b>Forum Discussions</b>                     | 9      | 9@16 points    | 144 points        | 17 %        |
| <b>Assignments</b>                           | 11     | 11 @ 20 points | 220 points        | 26%         |
| <b>Project Team Evaluation/Participation</b> | 1      | 1@15 points    | 15 points         | 2%          |
| <b>Final Project</b>                         | 1      | 170 points     | 170 points        | 20%         |
| <b>Final Exam</b>                            | 1      | 300 points     | 300 points        | 35%         |
| <b>Total Points</b>                          |        |                | <b>849 Points</b> | <b>100%</b> |

*The instructor reserves the right to make changes as necessary to this schedule. If changes are necessitated during the term of the course, the instructor will notify students of such changes in a timely manner through Announcements.*

## DISCUSSION BOARD FORUMS

All Discussion topics can be found within their respective units of the course. This only applies if your course includes a Discussion Forum.

**Discussion Question Participation:** Discussion provides a forum for students to ask questions and answer important questions about the course material. The Discussion topics also allow students to receive feedback from the instructor and other students in the class.

A Discussion grade will be posted to the grade sheet for each unit.

## Discussion Board Forum Grading Rubric

Students are expected to post:

A **Minimum of three posts** per unit (Monday – Sunday) discussion thread.

1. one post in response to the initial discussion forum topic by *Thursday*
2. three posts in response to three classmates by *Monday, 8 am*.

| Criteria  | Rating  |  |  |   |                        | 16 Pts |
|---|---|--|--|---|------------------------|--------|
| <b>Initial post timeliness</b>                  | No participation 0 pts  | Provides an initial post after Thursday 1 pts.   | Provides an initial post by Thursday 4 pts.  |   |                        | 4 pts  |
| <b>Quality (not quantity of posts)</b>          | Exceptional: Answers all questions with opinions and ideas that are stated clearly. Supports post using text and at least one outside source. 4 pts | Superior: Answers all questions with opinions and ideas that are stated clearly. Supports post using text. 3 pts | Satisfactory: Answers some question/topics with some clearly stated opinions. Supports post using text only. 2 pts | Does not meet expectations: Submission does not relate to the topic. 1 pts                      | No participation 0 pts | 4 pts  |
| <b>Reflecting to others</b>                     | Posts 3 comments per Discussion topic 3 pts   | Posts 2 comments per Discussion topic 2 pts  | Posts one comment per Discussion topic 1 pts   | Does not post responses to others 0 pts.  |                        | 3 pts  |
| <b>Engagement</b>                               | Participates, but does not post anything that encourages others to respond to the posting. 1 pts  |  | Frequently attempts to motivate the group discussion. 2 pts  |   | No participation 0 pts | 2 pts  |
| <b>Spelling/ Grammar/ Formatting/ Mechanics</b> | Consistently uses Standard American English with rare misspellings. Appropriate mechanics and APA style formatting.                                 | Uses Standard American English with rare errors and misspellings. Minor errors in APA style formatting.          | Poor spelling and grammar are apparent. Does not use APA style formatting when needed.                             | Significant errors in spelling and/or grammar. Major flaws in writing mechanics and formatting. | No participation 0 pts |        |

|  |  |  |  |                        |       |
|--|--|--|--|------------------------|-------|
| <b>Completion of Readings and demonstrating of understanding</b> | Evident that all readings were completed, and Demonstrates applied level of understanding. 3 pts | Primarily consists of summary or paraphrasing of readings. 2 pts | Not clear that readings were completed, Only consists of summary or paraphrasing of readings 1 pts | No participation 0 pts | 3 pts |
|--|--|--|--|------------------------|-------|

## ASSIGNMENTS

ALL ASSIGNMENTS AND/OR PROJECTS MUST BE SUBMITTED VIA CANVAS TO ENSURE CREDIT. Coursework will be graded according to either the rubric below or assignment-specific rubrics found in the course. Assignments are due Monday 8 am otherwise specified by instructor.

|   | Inappropriate  | Below Expectations   | Meets Expectations  | Exceeds Expectations   |  |
|---|--|--|---|--|--|
| <b>Content Quality Initial Response</b> | Submission does not relate to the topic.                                       | Answers some question/topics, and most opinions and ideas are stated clearly.                                  | Answers all questions, and opinions and ideas are stated clearly.   | Answers all questions with opinions and ideas creatively and clearly using text and outside references.                |  |
| <b>Resources</b>                        | Does not cite references and/or does not include required number of resources. | Cites source material but may not be accurately referenced. Does not include the required number of resources. | Source material cited with rare errors. All sources referenced accurately. Contains the required amount of resources. | Source material cited without errors. All sources are referenced accurately. Exceeds the required number of resources. |  |
| <b>APA Format</b>                       | Major errors and/or no APA format used.  | Minor errors with APA format.  | Rare errors with APA format.  | No errors with APA format.   |  |

|                              |  |   |   |   |  |
|------------------------------|--|---|---|---|--|
| <b>Spelling/<br/>Grammar</b> | Significant errors in spelling and/or grammar. | Poor spelling and grammar are apparent. | Uses Standard American English with rare errors and misspellings. | Consistently uses Standard American English with no misspellings. |  |
| <b>Length</b>                | Submission does not meet length requirements.  | N/A                                     | N/A   | Submission meets the length requirements.                         |  |

## PROJECT

PROJECT MUST BE SUBMITTED VIA CANVAS TO ENSURE CREDIT. Coursework will be graded according to the rubric below and other specific rubrics found in the course.

| <b>Criteria</b>                  | <b>Ratings</b>  |  |   |                                    |                           | <b>Pt<br/>s</b> |
|----------------------------------|---|--|---|------------------------------------|---------------------------|-----------------|
| Project/<br>Problem<br>Statement | Clearly and concisely states the project purpose in a single sentence, which is engaging, and thought provoking. 4 pts      | Clearly states the project's purpose in a single sentence. 3 pts | States the project's purpose in a single sentence. 2 pts  | Incomplete and/or unfocused. 1 pts | Absent, no evidence 0 pts | 4<br>pts        |
| Possible<br>Solution             | Clearly and concisely states the project practical solution and the use of resources outside case to support project. 4 pts | Clearly states the project practical solution. 3 pts             | State the project solution but not clearly defined. 2 pts | Incomplete and/or unfocused. 1 pts | Absent, no evidence 0 pts | 4<br>pts        |

|  |   |   |  |  |   |               |
|--|---|---|--|--|---|---------------|
| <p>Organization and the Use of templates</p> | <p>The ideas are arranged logically to support the purpose or argument. The templates followed and information flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. 4 pts</p> | <p>The ideas are arranged logically to support the central purpose or argument. Template was followed and information clearly linked to each other. For the most part, the reader can follow the line of reasoning. 3 pts</p> | <p>In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The template was not followed and the reader is fairly clear about what writer intends. 2 pts</p> | <p>The writing is not logically organized. Frequently, ideas fail to make sense together. Template was not followed and the reader cannot identify a line of reasoning and loses interest. 1 pts</p> | <p>Totally disorganized. Reader is unable to follow a line of reasoning 0 pts</p> | <p>4 pts</p>  |
| <p>Time of project submission</p>            | <p>Submission on time. 10 pts</p>   | <p>Late submission 0 pts.</p>   |  |  |   | <p>10 pts</p> |
| <p>Content</p>                               | <p>Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, indepth analysis of a significant</p>   | <p>Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic.</p>  | <p>Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains few insights. 2 pts</p>   | <p>Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. 1 pts</p>  | <p>No Marks 0 pts</p>   | <p>4 pts</p>  |



|   |   |   |   |   |                   |       |
|---|---|---|---|---|-------------------|-------|
|   | topic.<br>Reader gains important insights.<br>4 pts   | Reader gains some insights.<br>3 pts  |   |   |                   |       |
| Tone  | The tone is consistently professional and appropriate for an academic research project<br>4 pts   | The tone is generally professional. For the most part, it is appropriate for an academic research project.<br>3 pts | The tone is not consistently professional or appropriate for an academic research project.<br>2 pts | The tone is unprofessional. It is not appropriate for an academic research project..<br>1 pts         | No Marks<br>0 pts | 4 pts |
| Grammar, Spelling, Writing Mechanics, (punctuation, italics, capitalization, etc. | The writing is free or almost free of errors.<br>4 pts  | There are occasional errors, but they don't represent a major distraction or obscure meaning.                       | The writing has many errors, and the reader is distracted by them.<br>2 pts                         | There are so many errors that meaning is obscured. The reader is confused and stops reading.<br>1 pts | No Marks<br>0 pts | 4 pts |
| Learning the basic involved in Six Sigma programs                                 | Student demonstrates ability to achieve the objectives and develop a thorough understanding of his/her individual projects and is able to assess the impact it will have on the quality | Student demonstrates ability to achieve the objectives with no clear understanding of his/her project.<br>1 pts     |   |   | No Marks<br>0 pts | 6 pts |

|  |                            |  |  |  |
|--|----------------------------|--|--|--|
|  | of the<br>outcome.<br>6pts |  |  |  |
|--|----------------------------|--|--|--|

## EXPECTATIONS, GUIDELINES, AND POLICIES

### Attendance:

\*\*\*If you are enrolled an online course this policy does not apply.\*\*\*

A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

**Attendance Requirements** – In-class students should review the following attendance requirements for both 8 week and 16 week courses carefully:

- Students enrolled in an 8 week course may be absent one class period. The second absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Students enrolled in a 16 week course may be absent two class periods. The third absence will be considered unexcused unless it falls under one of the excused absences listed below.
- Each unexcused absence will result in a reduction of one full letter grade for the course.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one's self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in your final course grade. More than six absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for

class participation. For all absences, the student is responsible for all covered materials and assignments.

\*\*\*If you feel that attendance as an in-class student will be a challenge please consider an online section of this course\*\*\*

**The student needs to e-mail the instructor via Canvas if s/he will not be attending class.**

**Tardy Policy –**

\*\*\*If you are enrolled in an online course this policy does not apply.\*\*\*

A sign-in sheet will be provided at the start of each class. It is the student's responsibility to sign his/her name on this sheet.

*The Tardy Policy is structured as follows:*

- Tardy >15 minutes = 1 Absence
- Tardy (1 – 15) minutes = 1 Tardy
- 3 Tardies = 1 Absence

Students should refer to the No Fault Attendance Policy regarding unexcused absences.

**LATE WORK POLICY:** late work will not be accepted unless there are clear and compelling extenuating circumstances.

**Extenuating Circumstances:** If you have extenuating circumstances that prevent you from completing coursework or participating in the class, please contact your instructor to make alternative arrangements.

The possibility of alternative arrangements is at the discretion of your instructor and/or administration. Active communication is the key to overcoming any hurdles you may encounter during the semester. It is your responsibility to inform your instructor (ahead of time, unless emergency circumstances prevent doing so) of extenuating circumstances that might prevent you from completing work by the assigned deadline. In those situations, your instructor will work with you to establish alternative deadlines without late penalty. Prior notification does not automatically result in granting alternative arrangements and/or a waiver of the late penalties.

Please note that evaluation of extenuating circumstances is at the discretion of your instructor and/or administration and documentation may be required for verification of the extenuating circumstance. Examples of extenuating circumstances may include but are not limited to: personal/family member hospitalization, childbirth or other medical emergencies, death in the family, weather/environmental evacuation due to fire/hurricane/tornado/earthquake/tsunami, or active military assignment where Internet connectivity is unavailable for an extended time period.

Computer-related issues and Internet connectivity issues are not considered extenuating circumstances.

### **Incomplete:**

The 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>

### **Deliverables:**

You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. Please see late policy above.

### **All assignments will be posted in CANVAS with a COMPLETION DUE DATE.**

Assignments will not be opened for review nor will grades be posted until after each assignment due date.

Note: Once an assignment has been submitted it will be graded as is, so be very careful that the assignment you submit is the version you want graded. Be sure you are submitting the correct, complete assignment.

### **Distance Education and On-Line Etiquette**

When taking a course online, it is important to remember that **an online classroom is still a classroom**. Though the courses may be online, appropriate classroom behavior is still mandatory. Inappropriate discussion responses will not be tolerated and disciplinary action will be taken according to the guidelines outlined in the [Code of Student Rights, Responsibilities and Conduct](#). Remember to maintain current anti-virus protection programs and avoid forwarding email attachments from outside sources that you are uncertain of. Instructor sections in CANVAS include syllabus, announcements, messages, resources, roster, grade book, tests and surveys.

### **Changes Corrections and Omissions**

The instructor reserves the right to make changes as necessary to the syllabus and the class schedule. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes and nature of change(s) on CANVAS Announcements

### **Grading Information**

Students enrolled in the HIA Plan of Study must maintain a minimum grade of C in all courses. If a student fails to maintain a minimum grade of C the student must retake the

course(s) in which a grade of C was not achieved. Students in the HIA program must maintain a minimum grade of C in all courses. If a student fails to maintain a minimum grade of C in a course(s), during the first semester in which a student fails to meet the minimum grade requirement h/she will be placed on Academic Probation retroactive to the semester in which the grade(s) was received. If a student fails to meet the minimum grade required of a C during any subsequent semester, the student will be placed on Academic Probation for a second time, retroactive to the semester in which the grade(s) was received and will be dismissed from the HIA program (see Academic Probation Policy – Professional Program). You are responsible for keeping track of your own grades. **There are no extra credit assignments.** There is no rounding up of grades on individual assignments and final grades. The academic expectation is that grades recorded in the grade book should reflect the overall quality and depth of the student's knowledge and understanding of the assigned material.

### Grading Scale:

|    |          |  |
|----|----------|--|
| A+ | 100%     | Professional level work, showing highest level of achievement                          |
| A  | 93–99%   | Extraordinarily high achievement, quality of work; shows command of the subject matter |
| A– | 90–92%   | Excellent and thorough knowledge of the subject matter                                 |
| B+ | 87–89%   | Above average understanding of material and quality of work                            |
| B  | 83–86%   | Mastery and fulfillment of all course requirements; good, acceptable work              |
| B– | 80–82%   | Satisfactory quality of work   |
| C+ | 77–79%   | Minimally acceptable performance and quality of work                                   |
| C  | 73–76%   | Unacceptable work, does not demonstrate mastery  |
| C– | 70–72%   | Unacceptable work  |
| D+ | 67–69%   | Unacceptable work  |
| D  | 63–66%   | Unacceptable work  |
| D– | 60–62%   | Unacceptable work  |
| F  | Below 60 | Failure  |

### CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct.

Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

### **Academic Misconduct:**

1. **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. A student must not use external assistance on any “in-class” or “take-home” Midtermination, 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.
  - b. A student must not use another person as a substitute in the taking of an Midtermination 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.
  - c. 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.
  - d. 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.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal Midterminations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. 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.
  - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned Midterm or assignment for credit.
2. **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.
3. **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. What is considered “common knowledge” may differ from course to course.
  - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
  1. directly quoting another person's actual words, whether oral or written;
  2. using another person's ideas, opinions, or theories;
  3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  4. borrowing facts, statistics, or illustrative material; or
  5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **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.
5. **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.
6. **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.

## OTHER POLICIES

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)
3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.
5. **Course Evaluation Policy:** 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. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are open from the eleventh week. 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 should be left blank, if it could be used to identify the student.
6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.
7. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
8. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit <http://aes.iupui.edu> for more information.
9. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.
10. **Emergency Preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. <http://protect.iu.edu/emergency>



11. **Student Advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit <http://studentaffairs.iupui.edu/advocate>.
12. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit <http://life.iupui.edu/caps/>.

## MISSION STATEMENT

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

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- 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.

## 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.