Fall Semester, 2016
INDIANA UNIVERSITY
School of Informatics and Computing
Department of BioHealth Informatics

COURSE: INFO B430
TITLE: Introduction to Health Informatics
TIME/DAYS & CLASSROOM: Online Course
Instructor: Suhila Sawesi. Ph.D candidate, MSc
Indiana University
School of Informatics and Computing, Department of BioHealth Informatics
Walker Plaza (WK)
719 Indiana Avenue, WK 300
Indianapolis, IN 46202
317-450-2965
Email: ssawesi@umail.iu.edu
Office Hours: Virtual via Conference Bridge Thursday 6 pm-8 pm.
Credit Hours: Three
Prerequisites: None

COURSE DESCRIPTION:
This course will introduce the foundation of health informatics. It will review how information sciences and computer technology can be applied to enhance research and practice in healthcare. The basic principles of informatics that govern communication systems, clinical decisions, information retrieval, telemedicine, bioinformatics and evidence-based medicine will be explored.

Rationale:
The purpose of this course is to examine health informatics applications as they relate to the collection, storage, retrieval, communication and optimal use of health related data, information, and knowledge.

Required Textbooks:
http://www.informaticseducation.org/index.html

Teaching and Learning Methods
- Lectures
- Readings
- Threaded topical discussions
- Research Papers
Student Learning Outcomes

Upon successful completion of the course, students will

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Understand the academic discipline of health informatics and the role of clinical health care applications</td>
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<tr>
<td>2.</td>
<td>Describe current practices and business processes in health informatics.</td>
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<td>3.</td>
<td>Be sensitive to issues of privacy and the social, ethical and policy implications of health informatics practices.</td>
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<td>4.</td>
<td>Describe current health informatics application challenges and opportunities and determine possible solutions.</td>
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<td>5.</td>
<td>Understand the integration between research, clinical data, and theory in improving patient outcomes.</td>
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<tr>
<td>6.</td>
<td>Understand how health data including clinical, administrative, and financial data are used in health care applications</td>
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Principles of Undergraduate Learning (PUL):

1A. Core communication: written, oral and visual skills   Moderate emphasis
1B. Core communication: quantitative skills
1C. Core communication: information resources skills   Some emphasis
2. Critical thinking   Moderate emphasis
3. Integration and application of knowledge   Major emphasis
4. Intellectual depth, breadth, and adaptiveness
5. Understanding society and culture
6. Values and ethics

Evaluation and Assessment:

Detailed instructions regarding each assignment will be provided as the course progresses. Attention to the instructions, clarity of expression and presentation, and evidence of critical thinking are important for all assignments.

Grading will be based on a point scale distributed as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>1 Assignments (Research Papers)</td>
<td>20%</td>
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<tr>
<td>2 Quizzes (MCQ)</td>
<td>30%</td>
</tr>
<tr>
<td>3 Exams (Midterm &amp; Final)</td>
<td>20%</td>
</tr>
<tr>
<td>4 Class Discussion Boards</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
**Grading Scale (IUPUI standard):**

The conversion table from numerical format to letter grades is followed:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td>Outstanding achievement, given at the instructor’s discretion</td>
</tr>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>A−</td>
<td>90 – 92.99</td>
<td>Very good work</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99</td>
<td>Good work</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.99</td>
<td>Marginal work</td>
</tr>
<tr>
<td>B−</td>
<td>80 – 82.99</td>
<td>Very marginal work</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>C−</td>
<td>70 – 72.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>D−</td>
<td>60 – 62.99</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Unacceptable work (Course must be repeated)</td>
</tr>
</tbody>
</table>

1) **Assignments:** Assignments are three short papers (1-2 pages) on a current events topic of student’s choice related to one of the course readings’ topic. Student needs to summarize the article or paper, reflect on why he/she chose the article/paper and how it illustrates success or failure of health informatics initiatives.

2) **Quizzes:** A number of online quizzes will be administered throughout the course. Quizzes are multiple-choice questions and will cover topics reviewed in weekly readings.

3) **Exams (Midterm and Final):** Midterm and Final exams will be online exams. There will be a certain opening and closing time on accessing and submitting the exam on Canvas. The nature of exams will follow the format of the assignments and will include clinical cases or readings for you to discuss.

In this course, there is no requirement to memorize the content of the presented material in the class; however, understanding the content and the logical relations among topics is crucial. Assignments, quizzes, and exams are conducted in an out-of-class fashion. You are permitted to use any legitimate sources of knowledge such as the web, books, slides, and published papers to find the answers; however, plagiarism is strictly prohibited. Group work (e.g., answering the questions while working in a group), personal assistance (e.g., asking a classmate to help you finding an answer), and sharing answers (e.g., emailing the answers to the class) by any means are not permitted.

4) **Discussion Boards:** There will be a graded weekly discussion board for each module. Participation includes punctuality, regular posting, interacting with other students, thoughtful contributions to the discussion, and demonstrating that reads were completed before the class. See the rubric for the discussion board grading evaluation criteria.
**Grading Principles & Policies**

**Evaluation Forms:** Students should review all grading forms that will be used by the instructor to grade projects, presentations, papers, and other assignments.

If students want to see their grades at any time during the semester, they should contact the instructor by phone or email.

**Score: Criteria to Evaluate Threaded Discussions**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
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</table>
| **4** | - Exceptional quality (not quantity)  
- Evident that individual has completed all reading assignments  
- Demonstrates applied level of understanding through personal reflections  
- Answer is well-developed and logically reasoned  
- Provides original insights or responses; extends of others  
- Supports and leads others in discussion; respects other and their ideas |
| **3** | - Superior quality (not quantity)  
- Evident that individual has completed all reading assignments  
- Demonstrates applied level of understanding through personal reflections  
- Answer is provided; logic may not be clear  
- Provides original insights or responses  
- Makes connections to what others say; respects others and their ideas |
| **2** | - Satisfactory quality and quantity  
- Evident that individual has completed all reading assignments  
- Primarily consists of summary or paraphrasing of readings  
- Answer is not fully developed; logic is not clear  
- Contribution is primarily a response to others; minimal originality  
- Is respectful of others and their ideas |
| **1** | - Does not meet expectations  
- Not clear that individual has completed reading assignments  
- Only consists of summary or paraphrasing of readings  
- Minimal effort put into answer  
- Is not respectful of others and their ideas |
| **0** | - Assignment not completed |

**Score: Criteria to Evaluate Research Papers**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td><strong>5</strong></td>
<td>- Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. Proper citation is evident.</td>
</tr>
</tbody>
</table>
| **4** | - Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.  
- The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. |
- Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.
- The tone is consistently professional and appropriate for an academic research paper.
- The writing is free or almost free of errors.
- Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Proper citation is evident.

3  - The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.
- Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.
- The tone is generally professional. For the most part, it is appropriate for an academic research paper.
- There are occasional errors, but they don't represent a major distraction or obscure meaning.
- Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. Proper citation is evident.

2  - In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.
- Information supports a central purpose or argument at times.
- Analysis is basic or general. Reader gains few insights.
- The tone is not consistently professional or appropriate for an academic research paper.
- The writing has many errors, and the reader is distracted by them.
- References are seldom cited to support statements. Proper citation is evident.

1  - The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
- Central purpose or argument is not clearly identified.
- Analysis is vague or not evident. Reader is confused or may be misinformed.
- The tone is unprofessional. It is not appropriate for an academic research paper.
- There are so many errors that meaning is obscured. The reader is confused and stops reading.
- References are cited to support statements, but are not properly cited.

0  - Assignment not completed
## INFO 430 Schedule of Topics and Readings

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND READINGS</th>
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<tbody>
<tr>
<td>August 22</td>
<td><strong>Lecture 1</strong>&lt;br&gt;Introduction to Health Informatics and Standards&lt;br&gt;&lt;br&gt;<strong>Discussion 1:</strong> Participate in the Module 1 discussion board. <strong>Due August 29</strong>&lt;br&gt;<strong>Quiz 1:</strong> Introduction to HI and Standards Quiz. <strong>Due August 29</strong>&lt;br&gt;<strong>Readings:</strong> Hoyt - Chapters 1, 2, &amp; 6&lt;br&gt;<strong>Articles:</strong>&lt;br&gt;  - AMIA White paper: definition of biomedical informatics and specification of core competencies for graduate education in the discipline AMIA Whitepaper Defining Biomedical Informatics.pdf</td>
</tr>
<tr>
<td>August 28</td>
<td><strong>Lecture 2</strong>&lt;br&gt;Natural Language processing and Data Analytics&lt;br&gt;&lt;br&gt;<strong>Discussion 2:</strong> Participate in the Module 2 discussion board. <strong>Due September 5</strong>&lt;br&gt;<strong>Quiz 2:</strong> Natural Language processing and Data Analytics Quiz. <strong>Due September 5</strong>&lt;br&gt;<strong>Readings:</strong> Hoyt - Chapters 3&lt;br&gt;<strong>Articles:</strong>&lt;br&gt;  - Nadkarni PM, Ohno-Machado L, Chapman WW (2011) Natural language processing: an introduction. JAMIA 18:544-551.</td>
</tr>
<tr>
<td>September 5</td>
<td><strong>Lecture 3</strong>&lt;br&gt;Ethics, Security and Privacy in Health Informtics&lt;br&gt;&lt;br&gt;<strong>Discussion 3:</strong> Ethics, Security and Privacy in Health Informtics. <strong>Due September 12</strong>&lt;br&gt;<strong>Quiz 3:</strong> Ethics, Security and Privacy in Health Informtics. <strong>Due September 12</strong>&lt;br&gt;<strong>Research Paper #1:</strong> Due September 12&lt;br&gt;<strong>Readings:</strong> Hoyt - Chapters 8 &amp; 9&lt;br&gt;<strong>Articles:</strong>&lt;br&gt;  - Agaku IT, Adisa AO, Ayo-Yusuf OA, Connolly GN. (2014) Concern about security and privacy, and perceived control over collection and use of health information are related to withholding of health information from healthcare providers. J Am Med Inform. 2014 21: 374-378</td>
</tr>
<tr>
<td>September 12</td>
<td><strong>Lecture 4</strong>&lt;br&gt;Electronic Health Records and Health Information Exchange&lt;br&gt;&lt;br&gt;<strong>Discussion 4:</strong> Electronic Health Records &amp; Health Information Exchange. <strong>Due September 19</strong>&lt;br&gt;<strong>Quiz 4:</strong> Electronic Health Records and Health Information Exchange. <strong>Due September 19</strong>&lt;br&gt;<strong>Readings:</strong> Hoyt - Chapters 4 &amp; 5&lt;br&gt;<strong>Articles:</strong>&lt;br&gt;  - OpenEMR Website (Links to an external site.)</td>
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September 19  **Lecture 5**  
Consumer Health Informatics and Personal Health Records  
**Discussion 5:** Consumer Health Informatics & Personal Health Records. **Due**  

September 26  
**Quiz 5:** Consumer Health Informatics and Personal Health Record Quiz. **Due**  

September 19  
**Readings:** Hoyt - Chapters 10 & 11  
**Articles:**  

September 26  **Lecture 6**  
Telehealth  
**Discussion 6:** Telehealth. **Due October 3**  
**Quiz 6:** Telehealth Quiz. **Due October 3**  
**Research Paper#2:** Due October 3  
**Readings:** Hoyt - Chapters 18  
**Articles:**  

October 3  **Lecture 7**  
Imaging Informatics  
**Discussion 7:** Imaging Informatics. **Due October 10**  
**Quiz 7:** Imaging Informatics Quiz. **Due October 10**  
**Readings:** Hoyt - Chapters 19  
**Articles:** none

October 10  **Lecture 8**  
Clinical Decision Support Systems  
**Discussion 8:** Clinical Decision Support Systems. **Due October 17**  
**Quiz 8:** Clinical Decision Support Systems Quiz. **Due October 17**  
**Readings:** Hoyt - none  
**Articles:**  
- Web resources - HIMSS - What is CDS? (Links to an external site.) Be sure to open the "In this Section" at the top of the page to read all of the CDS 101 resources
October 17  Mid-term Exam. Due October 24
October 24 Lecture 8
Evidence-based Medicine and Disease Registries
Discussion 8: Evidence-based Medicine & Disease Registries. Due
October 31 Quiz 8: Evidence-based Medicine & Disease Registries Quiz. Due
October 31 Readings: Hoyt - Chapter 14 & 15
   Articles:
   ▪ Ammenworth E. (2015) Evidence-based Health Informatics: How Do We Know What We Know?

October 31 Lecture 9
Public Health Informatics
Discussion 8: Public Health Informatics. Due November 7
Quiz 8: Public Health Informatics Quiz. Due November 7
Readings: Hoyt - Chapter 12
   Articles:
   Website:
   ▪ Regenstrief Institute (Links to an external site.) Public Health Initiative

November 7 Lecture 10
Clinical Research Informatics
Discussion 8: Clinical Research Informatics. Due November 14
Quiz 8: Clinical Research Informatics Quiz. Due November 14
Readings: Hoyt - Chapter 22
   Articles: none

November 14 Lecture 11
Quality Improvement and Patient Safety
Discussion 8: Quality Improvement and Patient Safety. Due November 14
Quiz 8: Quality Improvement and Patient Safety Quiz. Due November 14
Research Paper #3: Due November 14
Readings: Hoyt - Chapter 16 & 17
   Articles:


Websites:
- Agency for Healthcare Research and Quality (AHRQ) http://www.ahrq.gov

November 21  Thanksgiving Break

November 28  Lecture 12
Information Retrieval and Online Resources
Discussion 8: Information Retrieval & Online Resources. Due December 5
Quiz 8: Information Retrieval and Online Resources Quiz. Due December 5
Readings: Hoyt - Chapter 12 & 13
Articles: none

December 5  Lecture 13
Policy and the Future of Health Informatics
Discussion 8: Policy and the Future of Health Informatics. Due December 12
Quiz 8: Policy and the Future of Health Informatics Quiz. Due December 12
Readings: Hoyt-none
Articles:
- Meaningful Use Stage 3 Final Recommendations
December 12  Final Exam

**EXPECTATIONS, GUIDELINES, AND POLICIES:**

**Attendance:**

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.

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 four 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.

**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](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 the learning management system (e.g., 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. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

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. Incidents 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” 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.
   b. 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.
   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 examinations 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 exam 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. **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.

6. **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, Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

7. **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.

8. **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](http://protect.iu.edu/emergency)

**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.