INFO B430
Introduction to Health Informatics

Department of BioHealth Informatics
Indiana University School of Informatics and Computing, Indianapolis
Fall 2017

Section No: 26285
Credit Hours: 3
Location: Course is online
Prerequisites: None
Faculty Instructors: Suhila Sawesi, PhDc, MSc
Instructor's Office Hours and Contact Information
Office Hours: By appointment
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COURSE DESCRIPTION

This series of classes will help to make students better aware of the principles of health informatics.

The course will assess the topics of information sciences and computer technology and how they can be used to improve the value of research and practice in the field of health care. The fundamental principles of information science that regulate systems of communicating, how clinical decisions are made, how information is retrieved, e-health, bio-computing, and proven medicine, will be examined.

Rationale

This course will explore how health information (informatics) is applied in terms of how this information is collected, stored, retrieved, communicated, and optimally used as it relates to health-related data and vital information, in terms of facts and knowledge.

Required Textbooks

1. Hoyt, R. (2014). *Health Informatics: A Practical Guide for Healthcare and Information Technology Professionals* (6th ed.). Lulu.com. ISBN: 1304791106 http://www.informaticseducation.org/index.html

Teaching and Learning Methods

- Lectures
- Readings
- Threaded topical discussions

- Quizzes and Exams
- Research Papers

INFO B430 Schedule of Topics and Readings

Course content, timing, and readings may change. Updates will be posted on Canvas.

Modules Monday at 8:00 a.m.	**Material**	**Deliverable** Due Monday 8:00 a.m.
Week 1 Introduction to Health Informatics and Standards	• Learning Objective. • Textbook: Hoyt - Chapters 1, 2, & 6 • Articles: Kulikowski, C.A., Shortliffe, E.H., Currie, L.M., Elkin, P.L., Hunter, L.E., Johnson, T.R., ... & Smith, J.W. (2012). AMIA Board white paper: definition of biomedical informatics and specification of core competencies for graduate education in the discipline. *Journal of the American Medical Informatics Association*, *19*(6), 931-938. • Video: a 15 min video by Dr. Hegrskovic (UT health) https://www.youtube.com/watch?v=PNz0f1eArS4&feature=youtu.be • Lecture Slides, and Mini-lecture.	• Ice-breaker • Introduction to HI and Standards Discussion • Introduction and Standards Quiz
Week 2 Natural Language Processing and Data Analytics	• Learning Objective. • Textbook: Hoyt - Chapter 3 • Articles - Nadkarni P.M., Ohno-Machado L., Chapman, W.W. (2011) Natural language processing: an introduction. *JAMIA 18*:544-551. • Video: IBM Watson Youtube channel https://www.youtube.com/user/IBMWatsonSolutions • Mini-lecture and lecture slides	• NLP and Analytics Discussion • NLP and Analytics Quiz
Week 3 Health Informatics Ethics,	• Learning objective. • Textbook: Hoyt - Chapters 8 & 9 • Articles - Agaku, I.T., Adisa, A.O., Ayo-Yusuf, O.A., & Connolly, G.N. (2014) Concern about security and	• Ethics, Security and Privacy Discussion • Ethics, Security and Privacy Quiz • Research Paper #1

Modules Monday at 8:00 a.m.	**Material**	**Deliverable** Due Monday 8:00 a.m.
Security and Privacy	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 • Other resources: Understanding Health Information Privacy https://www.hhs.gov/hipaa/index.html. Summary of HIPAA Privacy Rules https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html. Summary of HIPAA Security Rules https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html. • Mini-lecture and class slides	
Week 4 Electronic Health Records and Health Information Exchange	• Learning Objectives. • Textbook: Hoyt - Chapters 4 & 5 • Articles-none • Website: OpenEMR Website http://www.open-emr.org/ • Mini-lecture and class slides	• EHR and HIE Discussion • EHR and HIE Quiz
Week 5 Consumer Health Informatics and Personal Health Records	• Learning objectives • Textbook: Hoyt - Chapters 10 & 11 • Articles - Campos-Castillo, C., Anthony, D.L. (2015). The double-edged sword of electronic health records- implications for patient disclosure. *J Am Med Inform Assoc*. 2015 Apr;*22*(e1):e130-40. doi: 10.1136/amiajnl-2014-002804. Epub 2014 Jul 24. • Mini-lecture and class slides	• Consumer Health and PHR Discussion • Consumer Health and PHR Quiz
Week 6 Telehealth	• Learning objectives • Textbook: Hoyt - Chapter 10 & 18 • Articles - Kahn, Jeremy M. "Virtual Visits; Confronting the Challenges of Telemedicine." *New England Journal of Medicine* 372.*18* (2015): 1684-1685.	• Telehealth Discussion • Telehealth Quiz • Research Paper #2

Modules Monday at 8:00 a.m.	**Material**	**Deliverable** Due Monday 8:00 a.m.
	• Mini-lecture and class slides	
Week 7 Imaging Informatics	• Learning objective. • Textbook: Hoyt - Chapter 19 • Articles: none • Mini-lecture and class slides	• Imaging Discussion • Imaging Quiz
Week 8 Clinical Decision Support	• Learning objective. • Textbook: Hoyt-none • Articles-none • Web resource: HIMSS-What is CDS? http://www.himss.org/library/clinical-decision-support/what-is?navItemNumber=13238 • Mini-lecture and class slides	• CDSS Discussion • CDSS Quiz
Week 9	• **Midterm Exam**	
Week 10 Evidence-based Medicine and Disease Registries	• Objective learnings. • Textbook: Hoyt - Chapters 14 &15 • Articles - Ammenwerth, E. (2015). Evidence-based health informatics: how do we know what we know? *Methods Inf Med*, *54*(4), 298-307. • Mini-lecture and class slides	• EBM and Disease Registries Discussion • EBM and Disease Registries Quiz
Week 11 Public Health Informatics	• Learning Objective. • Textbook: Hoyt - Chapter 21 • Articles - Baker, E. (2015) Addressing Urgent Public Health Workforce Needs: Building Informatics Competency and Strengthening Management and Leadership Skills. *J Public Health Management Practice*, 2015, *21*(6 Supp), S5–S6. • Website – Regenstrief Institute http://www.regenstrief.org/ • Mini-lecture and class slides	• Public Health Informatics Discussion • Public Health Informatics Quiz
Week 12 Clinical Research Informatics	• Learning Objectives • Textbook: Hoyt - Chapter 22 • Articles – none • Mini-lecture and class slides	• Clinical Research Informatics Discussion • Clinical Research Informatics Quiz • Research Paper # 3

Modules Monday at 8:00 a.m.	**Material**	**Deliverable** Due Monday 8:00 a.m.

Week 13
Quality Improvement and Patient Safety
	• Learning Objectives
	• Textbook: Hoyt - Chapters 16 & 17
	• Articles:
	  • Clancy, C.M. (2009). Patient Safety: One Decade After To Err Is Human. *Patient Safety and Quality Healthcare*. Sept/Oct 2009. Published 11Jun2009.
	  • Clark, C. (2009). 10 Years After To Err Is Human: Are Hospitals Safer? *Health Leaders Media*. 30Nov2009. Accessed 5Nov2015.
	  • Safe Patient Project (2009). To Err Is Human - To Delay Is Deadly. *Consumers Union*. May 2009. Accessed 5Nov 2015.
	  • Allan, M (2013). How Many Die From Medical Mistakes In U.S. Hospitals? NPR Interview. 20Sep2013.
	• Websites - Agency for Healthcare Research and Quality https://www.ahrq.gov/
	• Mini-lecture and class slides
		• Quality Improvement and Patient Safety Discussion
		• Quality Improvement and Patient Safety Quiz

Week 14 Information Retrieval and Online Resources	• Learning Objectives • Textbook: Hoyt-Chapter 12 & 13 • Mini-lecture and class slides	• Information Retrieval Discussion • Information Retrieval Quiz
Week 15 Policies and the Future of Health Informatics	• Learning Objective. • Textbook: Hoyt – none • Articles – • Patel, V.L., & Kannampallil, T.G. (2014). Human factors and health information technology: current challenges and future directions. *Yearbook of Medical Informatics*, *9*(1), 58. • Holzinger, A., Dehmer, M., & Jurisica, I. (2014). Knowledge discovery and interactive data mining in	• Future of Health Informatics Discussion • Future of Health Informatics Quiz

Modules Monday at 8:00 a.m.	**Material**	**Deliverable** Due Monday 8:00 a.m.
	bioinformatics-state-of-the-art, future challenges and research directions. *BMC Bioinformatics*, *15*(6), I1. • Meaningful Use Stage 3 Final Recommendations. https://www.healthit.gov/sites/faca/files/HITPC_MUWG_Stage3_Recs_2014-04-01.pdf • Bender, E. (2015). Big data in biomedicine. *Nature*, *527*(7576), S1-S1. • Website. HealthIT.gov https://www.healthit.gov/policy-researchers-implementers/policymaking-regulation-strategy. • Mini-lecture and class slides	
Week 16	• **Final Exam**	

Student Learning Outcomes

Once the students have completed this course of study, they will be able to:	PUL
1. Comprehend the scholarly discipline of health informatics and how it is applied to objective/clinical applications	3
2. Delineate common procedures and business practices used in the field of health informatics today.	1A, 2
3. Be conscious of concerns related to privacy, group, moral principles, and the strategic consequences of practicing health informatics.	3, 5, 6
4. Identify existing validity questions and circumstances related to health informatics and provide workable resolutions.	1A, 2, 3
5. Comprehend the significance of incorporating research, clinical data, and theory for purposes of enhancing patient consequences.	2, 3
6. Grasp the variety of ways that health data relates to health care applications—this includes clinical, administrative, and financial data.	2, 3

Principles of Undergraduate Learning (PUL):

1A.	Fundamental communication: written, verbal, and sight skills	Mid-level focus
1B.	Fundamental communication: measurable skills	
1C.	Fundamental communication: data resource (both automated and non-automated) expertise	Limited emphasis
2.	Disciplined thinking	Mid-level focus
3.	Assimilation and implementation of knowledge	Primary focus
4.	Academic discernment, extent, and adaptivity	
5.	Comprehending population and norms of a culture	
6.	Standards/beliefs and conventionalities	

Evaluation and Assessment

Comprehensive information related to every assigned task will be given as the course evolves. It is important to pay close attention to fulfilling each set of instructions accurately, making sure that responses and presentations are clear and comprehendible, and that they show that critical thinking was used when completing all assignments/presentations.

Grades will administered based on the following point scale:

Assignment		Percent
1	Assignments (Research Papers)	20%
2	Quizzes (MCQ)	30%
3	Exams (Midterm & Final)	20%
4	Class Discussion Boards	30%
Total		100%

Grading Scale (IUPUI standard)

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

A+	97 – 100	Outstanding achievement, given at the instructor's discretion
A	93 – 96	Excellent achievement
A–	90 – 92.99	Very good work
B+	87 – 89.99	Good work
B	83 – 86.99	Marginal work
B–	80 – 82.99	Very marginal work
C+	77 – 79.99	Unacceptable work (Course must be repeated)
C	73 – 76.99	Unacceptable work (Course must be repeated)
C–	70 – 72.99	Unacceptable work (Course must be repeated)
D+	67 – 69.99	Unacceptable work (Course must be repeated)
D	63 – 66.99	Unacceptable work (Course must be repeated)
D–	60 – 62.99	Unacceptable work (Course must be repeated)
F	Below 60	Unacceptable work (Course must be repeated)

1) **Work Assigned:** All assigned work will be announced (posted) on Canvas and is to be completed and returned prior to the due date. Information related to each specific posting and its deadline can be found in the course schedule, also found online. Assignments consist of written brief discourse that students provide about an assigned issue that addresses topics covered in the course. Completed written assignments need to be posted online by way of the Canvas website.
2) **Quizzes:** Brief informational tests (quizzes) will be given periodically throughout the semester. They will consist of multiple-choice questions and answers and address topics covered in the weekly reading assignments.
3) **Tests** (**Midterm and Final):** There will be both an online midterm and final exam. Both will consist of a start and end time when students can login, complete each exam, and submit via Canvas. These tests will match the format of the assignments covered during the semester and will require students to discuss specific clinical cases or readings. This course requires no memorization. Instead, students must be able to comprehend the content and form logical connections/conclusions based on the topics covered. All assigned work, quizzes, and formal exams will be conducted in an out-of-class format. This will allow students to refer to legitimate resources, including the Internet, published books, slides, published papers, etc. to seek out answers. However, in all instances, plagiarism is not allowed. What is strictly prohibited is developing answers to test questions while working in a group; sharing answers in a group (even if only two students), and emailing answers to classmates.
4) Discussion Boards: Successful participation in discussion boards requires logging in on time, posting regularly, reciprocally communicating with the other students, providing well thought-out contributions, and showing that the assigned reading was completed prior to each class. Refer to the rules and regulations related to grading/participation in the discussion boards.

Number of Points/Criteria for Assessing Threaded Discussions

Evaluation Forms: Students need to become familiar with all grading forms/systems the instructor will use to evaluate their projects, assignments, papers, and presentations.

Number of Points/Criteria for Assessing Threaded Discussions

4	• Quality (not quantity) is exceptional • Student shows evidence that all reading assignments have been completed • Able to apply a level of understanding through personal reflection • Contributes original insights/responses to the group, clearly understood by others in the group • Both leads and supports discussion; demonstrates respect for others and their contributions
3	• Participation is of superior quality, not quantity • Shows evidence that student has finished all assigned reading • Able to document an applied level of comprehension of topics by way of personal reflections

	• Answers are provided, through logic may not be immediately obvious • Offers original insights/responses when participating Connects with what others are saying; shows respect for other students and their ideas
2	• Satisfies both quality and quantity requirements for the course • Shows evidence that student has finished all assigned reading • Documents paraphrasing or summarizing assigned readings • Shows fuzzy logic or answers are not fully developed • Responses merely responses to others; demonstrates little originality • Shows respect for others and their ideas
1	• Fails to meet course expectations • Unclear whether student has actually completed assigned readings • Merely provides summary/paraphrasing of readings. Shares no insights • Extends minimal effort when providing answers Shows no respect to fellow classmates and their ideas
0	• Demonstrates assignments have not been completed

STUDENT EXPECTATIONS, GUIDELINES, POLICIES

The Importance of Attendance:

The basic minimal requirement for this course is that students participate. This can be in the form of online discussion. Next, students are expected to complete all required course activities and given assignments. For classroom-based courses, attendance is imperative. This means showing up and paying attention throughout the entire class period. Student attendance will be documented as part of every class. If a student fails to sign the attendance sheet that is passed around during class, that student will be marked absent. And, it is strictly prohibited for another student other than the one whose name is on the roster to sign in for an individual. At the end of each class, the instructor must submit a record of student attendance to the Registrar. If that record reflects a trend of absenteeism for a student, steps will be taken.

There is a limited list of acceptable excuses for absences. These include: a death, hospitalization, or serious illness in the immediate family (this encompasses mother, father, spouse, child, or a sibling); jury duty, a court-ordered summons; a religious holiday; university or school-coordinated sports or scholarly activities; an unexpected event that would cause attending class to result in significant hardship to the student or his or her immediate family. Students must provide appropriate documentation to satisfactorily explain these kinds of absences to the instructor. And, it is up to the instructor to accept or reject this documentation and allow or not allow such missed work to be made up. For those absences that do not meet this criteria, they will be classified as unexcused. For purposes of student privacy, notes provided by a physician should not include a medical diagnosis or condition. Instead, they should address how a specific condition affects the student's ability to attend class and complete his or her academic performance.

In turn, students who miss class miss out on material covered in class. This lowers the student's grade based on the following attendance policy: Two excused or unexcused absences are allowed. Each subsequent absence, unless a legitimate excuse is provided, results in a lowering of the student's final course grade by 5%. Five or more absences result in the student receiving a grade of F for the overall course. Plus, absences lessen opportunities to participate in class, which can also contribute to receiving a lower grade. In the case of all absences, students are responsible for completing the assignments and obtaining the materials covered in those classes.

Being Issued an Incomplete

Students may receive an Incomplete (I) grade under the following circumstances: They complete a minimum of 75% of the required coursework and receive a passing grade up to that point, in addition to previously established time limits that cause an unjust hardship to the student. In order to change that Incomplete to an actual grade, all work not completed needs to be finished by a date determined by the instructor. If the unfinished work is not done in the required time limits, the Incomplete automatically translates into a grade of F after one year. For more information, refer to: http://registrar.iupui.edu/incomp.html

Deliverables

Each student is held accountable for completing and turning in his or her deliverables on time, following the specified method. This includes assignments, quizzes, and anything else the instructor determines. All deadlines are identified in the course syllabus or via supplementary documentation that can be accessed through the school's learning management system, such as Canvas. If a student misses a class, he or she needs to still complete the deliverable and obtain the material covered in class. This includes any new or modified deliverables. Out of respect for the instructor and students who attended class and/or completed their assignments on time, the student who fails to attend class or turn in a deliverable on time shall have his or her grade for that assignment reduced by 10% if submitted late and an additional 10% penalty will be issued for each 24-hour period that that deliverable is submitted past the deadline.

CODE OF CONDUCT

Each student is required to strive to attain the highest standards of academic integrity. This means not using a fellow student's work when completing an assignment, cheating on a test, inaccurately quoting or citing references, or doing other forms of dishonest behavior or plagiarism. The penalty for doing so shall result in that student receiving a zero grade on that assignment or test and ultimately possibly receiving an overall F for a course. And, incidences of academic misconduct that is caught shall be brought to the attention of the Department Chair. Ultimately, repeated violations will result in being dropped from the program.

It is every student's responsibility to read and familiarize him or herself with the *Code of Student Rights, Responsibilities and Conduct*, especially the section that addresses academic misconduct. (Refer to *The Code > Responsibilities > Academic Misconduct* at: http://www.indiana.edu/~code/. All students are also required to successfully

complete the Indiana University Department of Education's "How to Recognize Plagiarism" Tutorial and Test, which can be found at: https://www.indiana.edu/~istd. Students must be able to distinguish the difference between their writing and the writing of others. When quoting others, be sure to use quotation marks, in addition to providing a citation, page number, and reference when using what someone else has said (for example, refer to the *Publication Manual of the American Psychological Association*). Instructors detect plagiarism by applying a variety of methods, among them Turnitin.com (http://www.unlib.iupui.edu/libinfo/turitin)

Unethical Academic Behavior

1. **Cheating:** is unfairly or dishonestly gaining advantage by way of obtaining unauthorized assistance, materials, data, or study tools of any kind and using them in an academic exercise or setting.
    a. A student's work should be his or her own; he or she should not seek outside assistance on assignments or when taking exams except when an instructor has allowed such external assistance. This applies even for online classes. Such lack of authorization includes not using tutors, books of any kind, notes, calculators, computers (whether laptop, desktop, tablets, or phones), or other forms of wireless communication.
    b. Students cannot engage another individual to take exams or quizzes for them; nor should students allow other individuals to do their research for them or formulate their work for them without prior permission from the instructor who will be receiving the work.
    c. Students are not permitted to engage the services of a commercial term paper business, use the files of papers written by other individuals, or turn in documents taken directly from the Internet.
    d. If a student collaborates with another student to complete an assignment, he or she must put both names on the paper as co-collaborators or authors. In no instance should the student claim the work done as his or her own exclusively.
    e. Students are not permitted to engage any unauthorized help when completing an assignment, whether in a laboratory, while at a computer terminal, or when conducting fieldwork.
    f. Students should never steal exams or other course materials. This includes, but is not limited to hard copies, photographic, or electronic images of any kind.
    g. Students are allowed to submit significant sections of the same academic writing for consideration for credit or honors only once, except when explicit permission is obtained from an instructor or program where the work was originally submitted.
    h. Students must never alter their grades or scores for any reason, nor should they change their answers on an exam that is returned or an assignment that has been submitted for credit unless they receive authorization from their instructor.
2. **Fabrication:** Falsifying or inventing information or data as part of an academic exercise is strictly prohibited. This includes but is not limited to preparing reports or records, laboratory results, and/or citing sources of information.

3. **Plagiarism:** Taking someone else's work and claiming it as your own original work is known as plagiarism. This includes ideas or material captured from other written or oral sources without the explicit permission of that individual. In all instances, the original author or source needs to be credited except in the instance where the material is considered "common knowledge." However, this distinction can differ, depending on the course.
    - **a.** Students should only adopt/reproduce ideas, opinions, theories, formulas, graphics, or pictures from another person with explicit permission or acknowledgment.
    - **b.** Students need to credit others' originality and acknowledge indebtedness when they:
        a. directly quote another individual's words per se, whether written or oral;
        b. use someone else's concepts, opinions, ideas, or theories;
        c. paraphrase another's words, concepts, ideas, opinions, or theories, whether written or oral;
        d. source another individual's facts, statistical findings, or illustrative material; or
        e. provide materials that are gathered or collected by others that are in the form of projects or collections without explicitly acknowledging the source.
4. **Interference:** Students are not permitted to pilfer, change, destroy, interfere, or impede another student's work. Nor should they unfairly promise favors, bribe, or threaten to impact another student's grade or the evaluation of their academic performance. This includes theft, defacement, or mutilating resources in such a way that deprives of the information contained therein.
5. **Violating Course Rules:** Course rules established by a department, course syllabus, written or verbal directions, or course materials that relate to the content of a course or to enhancement of a learning process in a course must not be violated by students.
6. **Promoting Academic Dishonesty:** Students must not knowingly or intentionally help or attempt to assist other students in committing acts of academic misconduct. Nor should students be allowed to use other students' work or resources to commit acts of misconduct.

OTHER POLICIES

1. **Right to revise:** It is the instructor's right/privilege to change a course syllabus when deemed necessary. In this instance, the instructor is to notify the students of these changes immediately.
2. **IUPUI course policies:** For a list of campus policies that govern IUPUI courses, refer to the link: http://registrar.iupui.edu/course_policies.html
3. **Classroom civility:** For purposes of maintaining an effective/inclusive learning environment for students, being an attentive and respectful participant when participating in an online course is a protocol that should be followed, just the same as participating in a face-to-face course. The same etiquette/protocol should be followed in the online classroom, because everyone is working toward the same

academic goals—fostering a collaborative participation in discussions and completing their classwork. This behavior includes maintaining respect for other students when exchanging ideas, etc., along with demonstrating appropriate behavior so that meaning collaboration for all can occur. Any behavior other than what is mentioned here constitutes incivility. Such behaviors include interrupting the class and these behaviors will be clearly addressed by the Student Code of Conduct. Some inappropriate behaviors fall within one main category known as "flaming messages" or displaying "hostile and aggressive communicative behaviors." These types of behaviors can occur in online classes via discussion board posts and through emails when students respond to their fellow classmates in an overly aggressive manner. When this occurs, it is the instructor's responsibility to evaluate the situation and develop an action plan.

IUPUI fosters an inclusive 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 also disavows "discrimination against anyone for reasons of race, disability, or [veteran] status" (Office of Equal Opportunity). Blasphemy/cursing and other forms of profanity or derogatory comments about the instructor, classmates, guest speakers, or other classroom visitors, or any members of the campus community will not be tolerated. Violation of this rule shall result in the student receiving a warning. If the offense continues, disciplinary action could be taken.

4. **Email:** At Indiana University, your IU email account is an official form of communication. Students should check it on a daily basis, because it provides pertinent information. While students may also have outside email accounts, they are asked to contact faculty and staff using their IU email account.
5. **Disabilities policy:** Keeping in compliance with the Americans with Disabilities Act (ADA), all students with disabilities who are enrolled in this course should receive reasonable accommodations. Students with disabilities need to notify the instructor during the first week of class of any needed accommodations for this course. These same students who require accommodations must register with Adaptive Educational Services (AES) and fill out the appropriate AES-issued documentation before receiving proper accommodations. The AES office can be found at UC100, Taylor Hall (email: aes@iupui.edu, Tel. 317-274-3241). Go to http://aes.iupui.edu for more information.
6. **Administrative Withdrawal:** It is imperative that all students participate in all class discussions and complete all required course activities/assignments. This is a basic requirement of this course. In the instance that a student cannot fulfill this requirement (attend, participate in, or complete an assignment on time, he or she is responsible for letting the instructor know. If a student misses more than 50% of the required activities during the first quarter of the course and fails to let the instructor know, he or she may be withdrawn from the course administratively. This occurs after the full refund period has passed, resulting in the student being ineligible for a tuition refund. Because administrative withdrawal can have academic, financial, and

financial aid implications, the instructor needs to be contacted regarding questions regarding administratively withdrawing.

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.