INFO B626
Human Factors Engineering for Health Informatics

Department of BioHealth Informatics
Indiana University School of Informatics and Computing, IUPUI

Semester: Fall 2017

Section no.: 3
Credit hours: 3
Time: Tuesdays, 6–8:40 pm
Location: WK 321
Course website:
Office hours: Tuesdays, 5–6:00 pm OR by appointment
Instructor: Richard J. Holden, Ph.D.
Assistant Professor, Department of BioHealth Informatics
Email: rjholden@iupui.edu
Phone: (317) 278-5323
Office: WK 190, Walker Plaza, 719 Indiana Avenue
TA:

COURSE DESCRIPTION
In this course, students review and critique traditional and emerging human factors engineering approaches, concepts, and methods and apply them to contemporary health informatics problems. Class activities include discussions and interactive peer review of articles, presentations, and original research proposals.

Prerequisites: None

EXTENDED COURSE DESCRIPTION
In this highly participatory advanced seminar course, classic and emerging human factors engineering approaches, concepts, and methods are reviewed, critiqued, and applied to contemporary health informatics issues. Example human factors engineering topics include automation, cognitive task analysis, field research methods, human information processing, process redesign, product design, safety science, team cognition, usability engineering, user-centered design, work system models, and workflow assessment. Health informatics applications areas include consumer health informatics, clinical decision support, health data visualization, learning health systems, technology-enabled care coordination, team-based care, patient/family engagement, technology implementation and evaluation, change management, and simulation. Class activities include interactive discussions and peer review of articles, presentations, and original research proposals. Students enrolled in 3 credits develop and present a research project, formulated as a peer-reviewed proposal.
**Communication policies:**

These policies are intended to minimize lost or delayed e-mails. They are not meant to create a barrier between you and your instructor.

1) If possible, **use your instructor’s actual e-mail instead of writing through Canvas.**
2) Your email should **contain the course number in the subject line (no space, no dash).** This is done so that your e-mail is flagged for your instructor’s attention.
3) **Attend office hours or make an appointment** if you wish to speak to the instructor in person. Phone- or Skype-based appointments are acceptable but must be made by appointment. Note that your instructor may not be able to accommodate evening or weekend meetings.

**Background:** Human factors engineering is the scientific and practice-based discipline concerned with studying and improving work performance in sociotechnical systems. Human factors engineering is listed as a core competency area for medical and nursing informatics graduate programs (Gardner et al., 2009; Kulikowski et al., 2012; Staggers & Thompson, 2002). It is, therefore, acknowledged as a key topic in biomedical informatics education by the accrediting body for health informatics education programs (AMIA, CAHIIM) and the American Board of Medical Specialties (ABMS) offering certification in the medical informatics specialty. Furthermore, human factors engineering and the affiliate disciplines usability engineering and human-computer interaction are promoted in national and global reports on the future of health, healthcare, and health information technology (Institute of Medicine, 2000, 2012; National Research Council, 2009; World Health Organization, 2000).


For more on human factors engineering:

http://www.hfes.org/Web/EducationalResources/HFEdesignationsmain.html (Human Factors & Ergonomics Society)


TEXTBOOKS AND READINGS
This course does not use a textbook. Weekly course readings of articles, chapters, proceedings papers, and reports are assigned and posted on Canvas. Course readings are selected at the start of the semester from: 1) human factors engineering scholarly works and 2) literature in the area of health informatics. Each week, about 2–3 readings are assigned.

Students are expected to complete the readings and come prepared to discuss them. *Not doing so hurts every single learner in the class and defeats the purpose of a graduate-level, discussion-based seminar course.* Students not completing readings or unprepared for to discuss them will be asked to withdraw from the class.

The full schedule of readings is created over the course of the semester and reflects student topic selections.

REQUIRED SOFTWARE
None.

STUDENT LEARNING OUTCOMES
Upon completion of the course, the student will

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<tr>
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<th>Revised Bloom’s</th>
<th>PGPL</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Apply human factors engineering, including its principles and subspecialties.</td>
<td>3</td>
<td>1</td>
<td>Project, Quiz</td>
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<td>2. Evaluate a health informatics problem using human factors engineering concepts and methods.</td>
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<td>2</td>
<td>Paper, Project, Quiz, Reflection</td>
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<td>3. Critique scientific articles and other readings on human factors engineering.</td>
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<td>2</td>
<td>Paper, Reflection, Leading, Discussion</td>
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<td>4. Synthesize knowledge from different areas of human factors engineering to solve a contemporary health informatics problem.</td>
<td>5, 6</td>
<td>2</td>
<td>Paper, Project</td>
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<td>5. Develop and communicate a research study proposal to apply human factors engineering to a contemporary health informatics issue.</td>
<td>6</td>
<td>2</td>
<td>Paper</td>
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### Activity Grid

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<tbody>
<tr>
<td>1. Weekly readings</td>
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<td>2. Mini lectures</td>
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<td>3. Discussion / reflection</td>
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<td>4. Lead discussion</td>
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<td>5. Work-in-progress</td>
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<td>6. Class paper</td>
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<td>7. Class project</td>
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### Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery (K&S) **Moderate emphasis**
2. Critical thinking and good judgment (CT) **Major emphasis**
3. Effective communication (EC) **Some emphasis**
4. Ethical behavior (EB)

#### GRADING

**Grade calculation:**

- Paper (× 3) **30%**
- Project (× 2) **20%**
- Quiz (× 6) **20%**
- Reflection paper (× 13) **20%**
- Weekly discussions (× 16) **5%**
- Leading discussions (× 8) **5%**

**Grading Scale:**

- **A+** 97 – 100  Outstanding achievement, given at the instructor’s discretion
- **A** 93 – 100  Excellent achievement
- **A–** 90 – 92.99 Very good performance and quality of work
- **B+** 87 – 89.99 Good performance and quality of work
- **B** 83 – 86.99 Modestly acceptable performance and quality of work
- **B–** 80 – 82.99 Marginal acceptable performance and quality of work
- **F** Below 80  Unacceptable work (Course must be repeated for credit)

No credits toward major, minor, or certificate requirements are granted for a grade below B–.
TOPIC 1

Topic: What is Human Factors?

Readings:

TOPIC 2

Topic: What is Consumer Health Information Technology/eHealth?

Readings:

TOPIC 3

Topic: Work Systems Models

Readings:

TOPIC 4

Topic: Workflow Research and Field Research Methods

Readings:


### Topic 5

**Topic:** Implementation, Adoption, and Acceptance

**Readings:**


### Topic 6

**Topic:** Macro cognition

**Readings:**


TOPIC 7
Topic: User-Centered Design
Readings:

TOPIC 8
Topic: Online Patient Education
Readings:

TOPIC 9
Topic: Distributed Cognition
Readings:
TOPIC 10
Topic: Cognitive Workload
Readings:

TOPIC 11
Topic: Expertise
Readings:

TOPIC 12
Topic: Naturalistic Decision Making
Readings:
TOPIC 13

Topic: Resilience Engineering / Safety II

Readings:

ADDITIONAL TOPICS

- Human factors field work methods in emerging settings
- Emerging topics in sensing, augmented reality, and virtual reality
- Technologies spanning personal and clinical computing
- Health and the Web
- Individual and team situation awareness
- Human-system integration
- Physical ergonomics issues and product design
- Cognitive task analysis
- Cultural ergonomics
- Health literacy and numeracy in the context of human factors engineering
- Automation and trust in sociotechnical systems
- Social networks and social network analysis
- HCI models for health information technology

CLASS ACTIVITIES AND ASSESSMENT METHODS:
1. Weekly readings and quizzes. These pair 1) human factors engineering scholarly works on a given topic with 2) either an application of human factors engineering to the topic or a publication describing a health informatics problem to which the human factors engineering topic can be applied. Each week, approximately 2–3 readings are selected by the instructor or Discussion Leader, as described below. Unannounced quizzes are administered to check whether the readings were understood.

2. Mini lectures. These are 10–20 min. presentations given by the instructor or invited expert, most often a faculty member from within or outside the university. Mini lectures introduce either 1) a novel topic, theory, or method from human factors engineering or related field or 2) a health informatics topic or problem to which human factors engineering can be applied. Mini lectures will include an interactive question and answer session with the presenter.

3. In-class discussion and reflection papers. These are facilitated discussions between students and instructor in which participants discuss the content of readings, connect readings to prior readings and class activities, apply the readings to health informatics topics, identify strengths and weaknesses of assigned readings and the theories or methods they describe, identify opportunities for answering additional research questions or solving problems, and engage other relevant concepts, findings, or works from various disciplines.
Pass/fail written reflections are solicited from each student prior to class to enhance discussion.

4. **Student-led discussions.** Students self-assign a week to lead the in-class discussion. They may propose to supplement or replace assigned readings. The student or team of students is responsible for conducting a critical, constructive, and interactive discussion of the week’s topic and readings. Discussion leaders review classmates’ reflection papers prior to class and use these to facilitate discussion. Students leading discussions are expected to have given additional thought to the topic and will often benefit from completing additional readings. Discussion leaders are encouraged but not required to prepare supporting materials, including presentation slides, figures, tables, demonstrations, and summary documents.

5. **Work-in-progress (WIP) sessions.** Some weeks will be designated WIP sessions. For these, a student or team of students will present their work for feedback from classmates and course instructor(s). The presentation will be informative and professional, but need not describe a completed project. Completed projects may only be presented to obtain feedback on future directions, quality of the presentation (e.g., when preparing to present the work at a professional meeting), or preparation of publications. WIP presenters may assign supporting readings or provide a draft for feedback. Classmates will provide feedback and participate in an interactive Question and Answer session.

6. **Class papers.** Papers are designed to meet all learning objectives, but especially to apply human factors engineering to health informatics in a valid and thought-out manner. Students may collaborate on papers but are held to higher standards if choosing to do so. Students are strongly encouraged to pick a paper format that will be useful outside of the course, such as a peer-reviewed publication, proposal, technical report, introduction to empirical paper, etc.

7. **Class projects.** Projects are developed over the course of the semester and should address at least one human factors engineering topic to be covered during the semester. Projects components will vary but are proposed by the student and approved by the instructor. Students must present their projects. Presentations are to be graded by instructor(s) and student peers. Teamwork is permitted.

**Notes on advanced graduate courses**

a. Students assume responsibility for the quality of weekly discussion. This means doing the readings, preparing your thoughts, and actively participating in discussion.

b. Ground rules and best practices for discussion:
   - Be respectful.
   - Listen!
   - Try not to cut off others; try to let others take turns; try to make eye contact with your fellow classmates.
   - Take notes – these will help you during and after the discussion.
   - Don’t go off on long monologues. Let everyone talk.
   - Respond to one another – build on what one another is saying.
   - Either “jump in” or raise your hand to be heard. I will help “direct traffic” but all participants are responsible for
   - The strongest arguments are based on scientific evidence. Your experiences are also evidence, but of a different sort.
   - Be active. Think, ask, suggest, question, hypothesize, brainstorm, summarize, reflect, assert, challenge, and connect (to other work). If students are not participating, I may put
them on the spot. If for some reason you are uncomfortable talking in class, please see me about alternative activities.

c. Except for the occasional 10–20 minute mini-lectures, I will not give lectures. Instead, I will facilitate discussion, provide interpretation of what I am hearing or try to connect the discussion with the relevant literature, and otherwise add to the discussion. I will ask questions or offer ideas as a way to provoke your thinking, sometimes playing “devil’s advocate,” but this should not be interpreted as “instructing” you how to think.

d. Attend to both strengths and weaknesses of the readings. Critiquing the methods, theories, and other aspects of a reading is of some value, but can distract us from learning from the readings.

e. When leading the discussion:
   - Strongly consider doing additional readings beyond what is assigned!
   - Provide a short introduction to the topic and readings (rule of thumb: less than 10 minutes). It is okay to use PowerPoint and handouts, but not required.
   - Have discussion questions ready. Plan to lead off discussion with a question or exercise.
   - Facilitate the subsequent discussion (I will help, too). Take notes to help you.

f. Both discussion leader(s) and non-leaders will write pre-class reflections and will post these to Canvas under the appropriate discussion thread. These will be graded and will be due by a pre-class deadline: 24 HOURS prior to class start time.

g. Because you have to be present to discuss, you should minimize absences. Multiple absences will be penalized; if unable to attend class for some reason, please speak to me about make-up assignment options.

h. To avoid disrupting class discussion and to maximize class flow, show up on time. If tardiness becomes a problem, additional rules and penalties will be imposed.

i. After class, you may want to continue the discussion. You are free to do this in any way you like, including via Canvas discussion forums. Sometimes discussion will carry over from class to class and we will return to various discussion threads along our semester-long journey.

j. I will add other suggestions here as the semester progresses.

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Statement on graduate-level coursework:**

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

**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.

If you miss class due to an excused or unexcused absence, you are still responsible for that week’s work. However, because much of the work occurs during in-class discussion, students missing class must:

- Send the instructor a complete but concise set of notes and discussion points ahead of the class session (if the absence is anticipated) OR
- Send the instructor a 5-page discussion paper on the readings within 48 hours of the end of class (if the absence is unanticipated)

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 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. 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” 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. **Administrative withdrawal:** Students must 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, the student must 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 occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund.

2. **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, web surfing, and posting to social media 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.

3. **Communication**: For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Counseling and Psychological Services (CAPS)**: Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit [http://life.iupui.edu/caps/](http://life.iupui.edu/caps/).

5. **Course evaluations**: Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); 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/](https://soic.iupui.edu/app/course-eval/). Course evaluations are typically 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. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy**: All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations 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). For more information visit [http://aes.iupui.edu](http://aes.iupui.edu).

7. **Email**: Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

8. **Emergency preparedness**: Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at
9. **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)

10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. [http://registrar.iupui.edu/official-enrollment-class-attendance.html](http://registrar.iupui.edu/official-enrollment-class-attendance.html) Children may *not* attend class with their parents, guardians, or childcare providers.

11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [http://registrar.iupui.edu/religious.html](http://registrar.iupui.edu/religious.html).

12. **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.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [http://stopsexualviolence.iu.edu/](http://stopsexualviolence.iu.edu/).

14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [http://studentaffairs.iupui.edu/advocate](http://studentaffairs.iupui.edu/advocate).

**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.