

PBHL B301

Biostatistics for Health Information Management

Fall Semester 2018

Class on Mondays and Wednesdays, 3–4:15 pm @ LE 105

PRIMARY INSTRUCTOR: Allen Nyhuis
Office: HITS 3020
E-mail: anyhuis@iupui.edu
Office hours: TBD

TEACHING ASSISTANT: TBD

TEXTBOOK:

Moore, D. S., McCabe, G. P, & Craig, B. A. (2014). *Introduction to the Practice of Statistics* (8th ed.). W. H. Freedman. ISBN-10: [1464158932](https://doi.org/10.1002/9781119893222)

REQUIRED MATERIALS:

- Access to SPSS software
- A scientific calculator (graphing calculator is okay but not necessary)

COURSE DESCRIPTION:

This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation.

NOTE:

Special attention is paid to implementing the methods using SPSS statistical software. This is an online course: watching lectures and videos outside of designated class meeting times may be required to obtain a satisfactory letter grade. Online meeting times will generally be used to complete hands-on activities, either working problems or using SPSS to implement methods taught in the course.

PREREQUISITE: MATH 118 or MATH 153 or higher

LEARNING OUTCOMES:

Upon successful completion of this course, a student will	RBT*	PUL [†]	Assessment
1. Discuss and apply fundamental statistical terms and concepts.	2, 3	1A, 1B	Exam 1–3, HW, [‡] Ex
2. Calculate univariate measures of central tendency and variation.	3	1B	Exam 1, HW, Ex, Q
3. Display and interpret data graphically.	5, 6	1A, 1B	Exam 1–3, HW, Ex
4. Test and interpret hypotheses about sample means and goodness of fit.	4	1B, 2	Exam 2, HW, Ex, Q
5. Derive and interpret regression analyses.	3, 4	1B, 2	Exam 3, HW, Ex, Q
6. Generate results with the aid of a computer.	3	1B	HW, Ex

*RBT: Revised Bloom's taxonomy; [†]PUL: Principle of Undergraduate Learning; [‡]HW: Homework; Ex: Exercises; Q: Quiz

CORE COMPETENCIES: UPDATED CAHIIM MODEL CURRICULUM 2014

The following CAHIIM competencies will be satisfied by this course:

Domain III. Informatics, Analytics and Data Use

Subdomain III.C. Analytics and Decision Support

1. Apply analytics results to facilitate decision-making: Data visualization

2. Apply data extraction methodologies: Healthcare statistical formulas (LOS, death, birth, infection rates)
3. Recommend organizational action based on knowledge obtained from data exploration and mining: Data exploration and mining
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare: Statistical analysis on healthcare data, Descriptive statistics (Mean, standard deviation, ranges, percentiles), Inferential statistics (T-tests, ANOVA, regression analysis, reliability, validity), Epidemiological applications
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval
6. Evaluate administrative reports using appropriate software

Subdomain III.D. Health Care Statistics

1. Interpret inferential statistics: Inferential statistics (T-tests, ANOVA, regression analysis, reliability, validity), computerized statistical packages (SPSS, SAS)
2. Analyze statistical data for decision making: Statistical analysis on healthcare data, Descriptive statistics (Mean, standard deviation, ranges, percentiles), data reporting and presentation techniques

PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

The activities in this course are linked to the following Principles of Undergraduate Learning:

- ✓ **Core Communication and Quantitative Skills**—The homework assignments will help you develop your ability to interpret and display qualitative and quantitative data. You will learn new analytical techniques and you will learn how to use statistical software to efficiently process data. On exams, you will demonstrate mastery over the fundamental concepts of statistical analysis.
- ✓ **Critical Thinking**—The breadth of topics which are subject to statistical analysis is quite remarkable. Through mastery of the material in this course, you will be able to critically analyze a wide variety of information, subject it to rigorous analysis, and make informed decisions. You will also be able to critically assess assertions made by others using the tools you will possess.
- ✓ **Integration and Application of Knowledge**—As you will see from the examples you will read in your textbook and software manual, as well as the problems you will be asked to solve for homework and on the tests, these statistical techniques are applicable to many areas of endeavor. You will be able to use this knowledge in a wide variety of settings: at home, at work, and in your community.

EVALUATION AND GRADING SCALE:

Students will demonstrate knowledge and understanding of biostatistics in health practice by the following activities:

- Exam 1: 15%
- Exam 2: 15%
- Exam 3: 20%
- Homework: 15%
- Quizzes: 20%
- Exercises: 15%

You should assume that the letter-grade cutoffs for this course are the typical 90-100 for an A, 80-89 for a B, etc. Do not count on a curve to help you! This can work in your favor, because if you do A-level work, you will get an A! Plusses and minuses are awarded at instructor discretion. The precise cutoffs are not determined until grades are awarded. Generally, a score within 2 points of each boundary is a candidate for receiving a plus or a minus.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Should this occur, information on the changes in this course will be posted on Canvas.

EXAMS

There will be three in-class midterm exams. All exams are cumulative. Exams will be administered through the Canvas exam tool. If you have a valid reason to miss an exam, you must notify the instructor by email at least 24 hours ahead of the exam time. If you have a conflict (i.e., another exam scheduled at the same time), you must notify the instructor at least 1 week *before* the exam.

HOMEWORK, QUIZZES, AND LABS

Homework, quiz, and lab assignments will be assigned approximately one week before its due date. **All homework and lab assignments need to be submitted online through canvas and are due by the due date specified on Canvas.** You may submit your work multiple times before the deadline and the last submission counts. **Files that are allowed to be uploaded to canvas include MS-Word document (.doc or .docx) and PDF (.pdf).** Any other file formats are not allowed. If you have SPSS output that you need to submit, you may save the output to a word document (see “Getting Started with SPSS” on how this can be done) and copy and paste relevant parts to the MS-Word file that contains your answers. If you complete your work by hand, you may scan it or take a photo and insert the picture into a word file to submit. **Quiz assignments are administered through Canvas and are usually due by 11:59pm of the due date.** You have two attempts for each quiz and your highest score will be recorded. You have up to 30 minutes to complete the quiz for each attempt.

Late assignments will NOT be accepted under any circumstances. Assignments are rarely excused. Exceptions require specific documentation. If you have to go to a job interview, or university-sponsored activities you must turn in your assignments in advance to receive credit. **Computer difficulties are not a valid excuse** for having late assignment. It is your responsibility to start the assignment early in the week so that you will have time to finish it even if computer difficulties arise.

The work you submit must be clear and organized. Credit will not be given for work that cannot be read or understood or for answers with no supporting work. Please do not pad your homework with endless printouts of computer output. Only hand in those parts of the output that are directly relevant to your solution. You should edit any output you plan to hand in by pasting it into an editor such as MS-Word, and getting rid of extra space or unnecessary output. It is helpful to circle or highlight the portions of the output to which you refer in your solution. As a rule of thumb, only hand in what you actually expect the grader to read. If you hand in additional output (unnecessary tables, figures) that is not useful for answering the posed question, you will lose points for the problem, even if your answer is correct.

At the end of the semester, **your lowest Homework score, lowest quiz score, and the lowest lab score will be dropped.** If you have an excused homework/quiz/lab assignment, this is the one which will be dropped. If you have two excused assignments (very rare), then these two will be dropped. You do not get to drop an additional low score just because you have one excused absence.

You are encouraged to use homework as a learning tool. It is important to start them early, so as to have an opportunity to ask for help from the instructor or the TA if necessary. You may also wish to discuss homework with your classmates. Group discussions and study sessions can be a useful tool for learning. However, outright copying is unacceptable and will be penalized. A good rule of thumb is that it is fine to talk together about how to do a problem, but then go do it and write it up yourself, possibly comparing answers afterwards. Remember that if you copy from a classmate without understanding it, only your classmate will pass the exam. If blatant copying is detected, all parties involved (copier and copied) will receive a score of zero for that assignment, and may be subject to further university level sanctions.

In-class exercises and quizzes are tools used to prepare you for your graded homework. These assessments are graded by completion, but it is still important that you do your own work on these assessments. If blatant copying is detected,

all parties involved (copier and copied) will receive a score of zero for that assignment, and may be subject to further university level sanctions.

RE-GRADES

Since the professor and TAs are fallible human beings, occasionally errors will occur in grading. For this reason, students are able to request that such an error be corrected. Any request for a re-grade *must* be made *in writing* and *must* abide by the following procedure.

- 1) Attach a new piece of paper to the *front* of the work to be re-graded. This piece of paper should contain the following information
 - a) the word "Re-grade" displayed prominently
 - b) your name
 - c) which homework, lab, or midterm is involved (e.g. Homework #6)
 - d) the relevant problem number(s) (e.g. Problem #1)
 - e) a detailed explanation of the suspected error ("Please look at problem 4" is not considered a detailed explanation).
 - f) the date of resubmission
- 2) Give this packet to me through Canvas or e-mail. A verbal explanation is not necessary. The subject heading of the email/Canvas message must be "Re-Grade:" followed by the student name and homework number

No exceptions will be made to this policy. The TA will usually be responsible for the re-grading and you will receive a written response from the TA explaining the outcome. Re-grade requests may be submitted until the last week of classes, but you are encouraged to be prompt. If the above procedure is not followed, the re-grade request will be denied.

SPSS: HOW TO GET IT AND USE IT

There are 3 main ways for you to get SPSS:

- o SPSS is installed on university computers in Student Technology Centers (STCs)
- o SPSS CD can be purchased from the Barns & Noble IUPUI bookstore (<http://iupui.bncollege.com/> - search for SPSS to purchase online)
- o SPSS can be accessed online from IUanyWARE @ iuanyware.iu.edu. The first time you log in to IUanyWARE, you will have to download and install Citrix Receiver

You may find helpful information on SPSS from the UITS SPSS help pages below:

<https://kb.iu.edu/d/behw>

<https://kb.iu.edu/d/algo>

You may also find helpful information on setting up and getting started with IUanyWare at the following link:

<https://kb.iu.edu/d/bclt>

Make sure you can get access to SPSS during the first week of classes and be sure to read the "Getting Started with SPSS" document to learn the basics of SPSS. Not having access will not excuse you from getting the work done. The first lab, due on Wednesday of the second week of the semester, requires you to have SPSS. If you intend to use IUanyWARE, you should identify how you can access files from within SPSS on your own machine or through IU Box EARLY in the semester, so you are prepared for your homework problems

GRADES ON CANVAS:

It is your responsibility to make sure the grades recorded on Canvas are correct. You should also let your instructor know if you think something was graded incorrectly. However, all of this should be done in a timely manner. (You shouldn't wait until finals week to let us know that you need more points on HW #1.) All grades in Canvas (other than the final exam) should be finalized by the last day of classes, before the final exam.

STUDENTS WITH DISABILITIES

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241. Visit <http://aes.iupui.edu/> for more information.

STUDENT COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Conduct*, <http://registrar.iupui.edu/misconduct.html>

Also, please utilize a link to the IU School of Education website tutorial on plagiarism (provided below). Be sure to work through this tutorial to assure that you understand plagiarism and how to avoid it.

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism. It can be accessed at <http://www.indiana.edu/~istd/>. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

Please note that there are now two tutorials at the above link - we recommend you use the newer tutorial, which is of higher quality and more recent.

TECHNICAL DIFFICULTIES:

IU Knowledge base: <http://www.kb.iu.edu/>
 UITs Support Center: <http://uits.iu.edu> (Phone: 317-274-4357; Email: ithelp@iu.edu) - it is often much more productive to call UITs, even though you may have to wait in line to be served

Fall 2018 PBHL B301 Tentative Schedule		
Date		Topic
M	8/22	Syllabus, Lecture 1 (Chapter 3): Producing data
W	8/24	More Chapter 3
M	8/29	More Chapter 3
W	8/31	Lecture 2 (Chapter 1): Looking at Data - Distributions
M	9/5	No classes (LABOR DAY)
W	9/7	More Chapter 1
M	9/12	Lecture 3 (Section 1.3): Normal distribution
W	9/14	More Section 1.3
M	9/19	Lecture 4 (Section 5.1): Sampling distribution
W	9/21	More Section 5.1
M	9/26	Review for Exam 1
W	9/28	Exam 1

M	10/03	Lecture5 (Chapter 6): Introduction to Inference
W	10/05	More Chapter 6
M	10/10	More Chapter 6 - Recap of CI/Hypothesis Testing
W	10/12	Lecture6 (Chapter 7): Inference for Distributions
M	10/17	Fall Break
W	10/19	More Chapter 7
M	10/24	Lecture7 (Chapter 12): One-Way Analysis of Variance
W	10/26	More one-way ANOVA
M	10/31	Review for Exam 2
W	11/2	Exam 2
M	11/7	Lecture 8 (Chapter 2 (2.1-2.4) and Chapter 10): Simple Linear Regression
W	11/9	More Chapters 2 and 10
M	11/14	More Chapters 2 and 10
W	11/16	Lecture 9 (Chapter 8): Inference for Proportions
M	11/21	Catching up on Lectures - Overflow
W	11/23	Catching up on Lectures - Overflow
M	11/28	More Chapter 8, Start Lecture 10 (Chapter 9 and Chapter 2 section 2.5): Analysis of Two-Way Tables
W	11/30	More Chapter 9 and Chapter 2 section 2.5
M	12/5	More Chapter 9 and Chapter 2 section 2.5
W	12/7	Catching up on Lectures - Overflow
F	12/16	Final Exam

Collaborating or Working in Groups for PBHL B301

In PBHL-B 301, we encourage students to work together. However, there is a difference between good collaboration and academic misconduct. We expect you to read over this list, and you will be held responsible for violating these rules. We are serious about protecting the hard-working students in this course. We want a grade for PBHL B301 to have value for everyone. We punish both the student who cheats and the student who allows or enables another student to cheat. Make sure that you are doing everything you can to protect the value of your work on homework, participation-based exercises, and exams.

Good Collaboration:

- Try all of the homework problems yourself, on your own.
- **After** working on every problem yourself, then get together with a small group of other students who have also worked on every problem themselves.
- Discuss ideas for how to do the more difficult problems.
- Finish the homework problems on your own so that what you turn in truly represents your own understanding of the material.
- Work the review problems individually, and then use the group for discussion.
- Discuss concepts or practice problems in the group.
- Explain concepts or practice problems to each other.
- If the assignment involves writing a long, worded explanation (like an essay question), you may proofread somebody's completed written work and allow them to proofread your work. Do this only after you have both completed your own assignments, though.
- Ask a tutor or TA for help on a problem **related** to a homework problem, but do the actual homework problem yourself.

Academic Misconduct:

- Divide up the problems among a group. (You do #1, I'll do #2, and he'll do #3: then we'll share our work to get the assignment done more quickly.)
- Attend a group work session without having first worked all of the problems yourself or coming unprepared to class. Or during group work in class, allowing your partners to do all the work while you copy down the answers.
- Start the problem yourself but then copy somebody else's solution for the rest of the problem after you got stuck.
- Read someone else's answers before you have completed your work.
- Have a tutor or TA work though all (or some) of your HW problems for you.
- Share SPSS work, print off two copies of the output, or two people use the same computer to do SPSS.
- Not keeping your exam covered.

Tips from former students on how to succeed in this course

General suggestions:

- Attend class meetings, do your in-class exercises, do your quiz, do your HW, and everything will work out.
- Watch every lecture, and take good notes.
- Always read the notes and follow along as you watch the lecture.
- Don't skip class, or any assignments. All of the points are valuable, and none should be taken for granted.
- Stay on top of all the class work.
- Seek out the instructor/TAs if confused, and buddy up with others taking the course.
- Make use of office hours, whether you're only having a little bit of trouble or just not getting any of it.
- Really learn the Normal distribution the first time it is taught. It will only help you in the long run. I know we heard that in class, but it is very true!
- Have all tables (Normal, t) handy as you watch lectures and during class all year. These are always needed.
- If you don't understand a certain topic, ask someone right away before you get too far behind.
- Don't hesitate or be embarrassed to discuss problems such as learning disabilities, depression, low grades, etc. with instructors. Often, well-informed instructors can offer suggestions regarding exam preparation - we are people too!
- Do assignments as soon as you learn the material it covers. It really sucks when you wait till the due date at 11 pm and have an hour to re-learn and apply!

Exams:

- Make a good cheat sheet for the tests, and use both sides.
- Prepare your cheat sheet early, and do the practice exams. Use creating your cheat sheet as an opportunity to study for the exam.
- Put examples on your cheat sheet, not just formulas.
- Don't underestimate how much you should study for the exams.
- Don't rely on just your cheat sheet for the exams. You need to know the material even without the cheat sheet.
- Make your cheat sheet your "last line of defense." Make sure you know the material in your own head so that you only use your cheat sheet as a last resort during the exam. You may not have enough time to finish the test if you spend a lot of time looking at your cheat sheet.

Additional Course Policies

Academic Misconduct

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* identifies six areas of academic misconduct: cheating, fabrication, facilitating academic misconduct, interference, plagiarism, and violation of course rules. Definitions and examples of these types of misconduct are given below. These are taken directly from the IUPUI website 'IUPUI Guidelines for Dealing with Academic Misconduct.'

The IU School of Education's 'How to Recognize Plagiarism' is an online tutorial that can help students ensure that their work is not plagiarized. This tutorial can be accessed at <http://www.indiana.edu/~istd/>. Students who have any questions about what constitutes academic misconduct for a course they are taking should ask the instructor for an explanation.

Types of 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 advance 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. 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.
- d. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- e. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- f. 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 he work is being submitted.
- g. 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.

Civility and Disorderly Conduct

Students are expected to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/> in order to understand their responsibilities as a student.

Communication between Faculty and Students

Consistent with campus policy, a student's campus email address is the official means of communication between current Department of Public Health students and Department of Public Health staff. Students can forward IUPUI email to another account and still meet the requirements of this policy. Instructions for forwarding IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>.

Students Called to Active Duty

The Department of Public Health encourages any student who is in the Indiana Military Reserves and is called to active duty, specialized training, or as part of disaster relief efforts to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, if they meet certain requirements. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please contact the Director of Undergraduate Education.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, the Department of Public Health does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information.

Withdrawal Deadlines

Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. Students should contact their instructor to determine if they are eligible for the incomplete. **Poor performance in a course is not grounds for an incomplete.** The College of Public Health follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at <http://registrar.iupui.edu/incomp.html> in awarding incompletes. Incompletes must be removed within a time period specified by the instructor, but the time period may not exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if not completed within the specified timeframe.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **In the College of Public Health, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, the College of Public Health may consider petitions filed after this date. The College of Public Health will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at <http://registrar.iupui.edu/grdfm.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams should not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate Education or the Associate Chair for Academic Programs and Alumni Services. See the Office of the Registrar’s website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.