

Syllabus

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Course Description

This [module](#) is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS580

Health Informatics

The CS580 course presents the fundamental principles, concepts, and technological elements that make up the building blocks of Health Informatics. It introduces fundamental characteristics of data, information, and knowledge in the domain, the common algorithms for health applications, and IT components in representative clinical processes. It also introduces the conceptual framework for handling the collection, storage and the optimal use of biomedical data. It introduces the concepts of population health and precision medicine and the information systems that support them. It covers basic principles of knowledge management systems in biomedicine, various aspects of Health Information Technology standards, and IT aspects of clinical process modeling. There is also a term project to assess students' ability to understand and implement simple Health Informatics solutions. One guest speaker with many years of experience in health IT might be invited to share their first-hand experience with students.

Course Overview

Health informatics is a multi-disciplinary field at the intersection of information science, computer science, and health care. Health informatics is growing at a rapid pace and will continue to grow well into the future. A brief introduction to health informatics covers the key concepts, background disciplines, historical overview, and

challenges ahead. Students will be introduced to the definitions and concepts of knowledge hierarchy: data, information, knowledge and wisdom, and the building blocks of Health Informatics: algorithms, medical decision-making, and clinical process modeling. Knowledge management systems and health IT standards will be also covered. A selection of case studies will be used to illustrate the applications of the concepts and algorithms.

The assessment will consist of assignments, quizzes, and discussions that will test students' familiarity with study material and understanding of the concepts addressed in the materials and case studies. A final project tests students' overall understanding of the course content and requires students to develop a specific Health Informatics solution. The final exam will be based on the material covered in the course.

This course has been designed in accordance with Master's Degree curriculum requirements within the Accreditation Standards for Health Informatics and Health Information Management educational programs.

Course Objectives

This course will enable you to:

- Become familiar with the basic definitions, key concepts, terminology, and historical context of Health Informatics
- Understand fundamental characteristics of data, information, and knowledge in the Health Informatics domain
- Become familiar with common algorithms for health applications and IT components in representative clinical processes
- Develop understanding of population health and precision medicine
- Understand basic principles of knowledge management systems in biomedicine
- Develop understanding of various aspects of Health Information Technology standards
- Become familiar with IT aspects of clinical process modeling and health information systems

Course Outline

This course is presented as a series of six modules. The course material is also grouped in six modules. The seventh module represents the week of the Final Examination. Each of the Modules 1–6 will have two

lectures, one discussion topic, one quiz, and one assignment. There is also a term project to assess the students' ability to understand and implement simple Health Informatics solutions.

Readings - For each module, there are online lessons and research paper readings. Your professor may suggest additional readings during the running of the course.

Discussions - There will be graded discussions for each module between you and your classmates. These discussions might be moderated by professor. Postings for each discussion should be completed by the assigned due dates. Again, check the calendar for these due dates. There are also general discussions boards, which are not graded, for you to use to discuss any issues with your classmates. Please see the Discussion module on the home page for more details.

Assignments - There will be assignments for each module throughout the course. Please check the course site calendar for due dates.

Assessments/Quizzes - The quizzes they will be listed in the calendar. Be sure to check it to ensure that you complete them before the due date. Quizzes may be a combination of True/False, single/multiple choice, and short essay questions.

Module One - Introduction to Health Informatics & Data, Information, and Knowledge

Lecture One:

- Introduction to the U.S. healthcare system
- Introduction to health informatics and its significance
- Definitions and key concepts in health informatics
- Background disciplines, historical overview, and future challenges

Lecture Two:

- Introduction to knowledge hierarchy: Data, information, and knowledge
- The definitions of healthcare data and information
- Types of healthcare information (internal versus external data and information)
- The major purposes of maintain patient records
- The content and uses of patient records and claim content
- The common issues related to healthcare data quality
- The challenges associated with measuring and ensuring healthcare data quality
- Quality assessment including total quality management and data quality
- Introduction to biomedical research and publicly available resources

Module Two - The National Landscape of Healthcare IT

& History of Healthcare Information System

Lecture Three:

- The major influences shaping the health IT landscape in the US
- The roles played by the major government initiatives and private sectors in advancing health IT in the US
- The major events that have influenced the adoption of health IT and systems

Lecture Four:

- History and evolution of healthcare information systems (HCIS)
- The major advances in information technology and significant federal initiatives that influenced the adoption of healthcare information systems
- The major types of administrative and clinical information systems used in healthcare
- Current issues pertaining to the use HCIS

Module Three - Medical Algorithms & Medical Decision Making

Lecture Five:

- Various ways to describe algorithms, such as flowchart, pseudocode, and conceptual graph
- Introduction to medical algorithms
- Algorithms in computer science, such as decision tree and regression
- Calculation of measurements of classification performance—sensitivity and specificity

Lecture Six:

- Decision-making process
- Medical decision-making process (diagnosis, treatment, monitoring, prognosis)
- Informatics in clinical decision-making
- Introduction to evidence-based medicine

Module Four - Modeling and Simulations & Population Health and Precision Medicine

Lecture Seven:

- Develop understanding of modeling and simulation
- Become familiar with applications of modeling and simulation in biomedicine

Lecture Eight:

- Data and information needs of health systems in managing population health
- Key health IT tools and strategies for population health management
- Concepts of precision medicine

Module Five - Standards in Health Informatics

Lecture Nine and Ten:

- Introduction to standards
- The Need for Health Informatics Standards
- The role of federal initiative and legislation that have significant impact on the adoption of healthcare information standards in the United States
- Major types of healthcare information standards and the organization that develop or approve them
- The importance of healthcare IT standards to the future of the US health care delivery system

Module Six - Knowledge management system & Organizing Health IT services

Lecture Eleven:

- Introduction to knowledge management
- Knowledge discovery, data mining and text mining
- Knowledge management and decision making support in biomedicine

Lecture Twelve:

- The roles, responsibilities, and major functions of the IT department in healthcare organizations
- The roles, responsibilities, and major functions of the IT leaders
- The various ways to organize IT services
- The key attributes of highly effective IT departments
- The role and major function of the data analytics department
- Developing plans for evaluating the effectiveness of the IT function
- The components of an IT strategic plan
- How to develop an IT strategic plan
- The Gartner Hype Cycle

Module Seven - Prepare for and take the final exam

You will prepare for and take the proctored final exam.

The course will remain open two weeks, after the final exam, so that you can continue discussions and ask any questions about database technology, your grades, or the course. This is also a time when we enter into a dialog where we endeavor to learn from you how we can modify the course so that it better meets your needs.

Instructor





Vijai Diwania

Computer Science Department
Metropolitan College
Boston University

Email: vijaid@bu.edu

My name is Vijai Diwania, and I will be your instructor for this course. I hold a master's degree in computer science from a prestigious engineering college in India, and have been in information technology since 1990. I am skilled in various information technologies such as databases, web, Java, middleware, webservices, API, integration, interoperability, and many others.

I joined GEHA (Government Employee Health Association) – a nonprofit medical and dental insurance provider to federal and postal employees, retirees, and their families. I am managing a team of five people involved in integration and API's for the digital transformation initiative. I had worked with Boston Children's Hospital, Boston for more than fifteen years. At Boston Children's Hospital, I worked as manager - application development and infrastructure managing a great team of six to ten people involved in middleware administration, applications development, and integration. I also helped software engineers in database designs, writing efficient database code, and other database related tasks. Prior to Boston Children's Hospital, I worked with Liberty Mutual Insurance Group. I have worked as a programmer, manager, technical consultant, senior data analyst, data architect, integration / interoperability architect, and DBA in tire manufacturing, textile, automobile, insurance, and health care organizations.

Course Developers

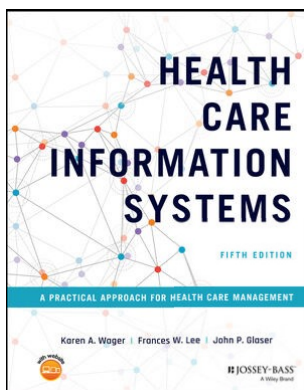
Dr. Vladimir Brusic, M.Eng., M.App.Sci., Ph.D., M.B.A., is the initial course developer, who made significant contributions to all aspects of this course. He has worked in the biomedical informatics field since the 1980s and has been teaching health informatics classes at BU for several years. He holds Masters degrees in Biomedical Engineering (M.Eng., Belgrade, Yugoslavia), Information Technology (M.App.Sci., RMIT, Australia), and Business Administration (MBA, Rutgers, USA). He received a Ph.D. (LaTrobe, Australia) for doctoral work in bioinformatics. He is an Adjunct Professor in Computer Science at Boston University

Metropolitan College, where he teaches Health Informatics subjects and is a member of the Health Informatics Laboratory. He is the dean of School of Science and Technology, Nazarbayev University and adjunct member of Harvard Medical School. Previously he was the Director of Bioinformatics at Cancer Vaccine Center, Dana-Farber Cancer Institute, and a Principal Associate in Medicine, Harvard Medical School.

Dr. [Guanglan Zhang](#) developed the online course material based on the content of the on-campus course in 2012. Since then, she has modified and updated the course content multiple times to keep up with the ever-changing healthcare IT environment. She holds Masters degrees in Biomedical Engineering (M.Eng., Nanyang Technological University, Singapore) and Automatic Control Theory and Application (M.Eng., Northwestern Polytechnic University, China). She received a Ph.D. (Nanyang Technological University, Singapore) for doctoral work in bioinformatics. She is an Associate Professor in Computer Science at Boston University Metropolitan College, the Faculty Coordinator for Health Informatics Program, and an adjunct member of Dana-Farber Cancer Institute and Harvard Medical School. She also leads research activities in the MET Health Informatics Laboratory. Dr. Zhang has worked in the biomedical informatics field since 1998. The most important aspects of her work include development and implementation of biomedical databases, computational simulations of laboratory experiments, development of diagnostic methods for tissue typing, and computational support for vaccine development. Computational tools that she developed are used in the study of immunology, vaccinology, infectious disease, and cancer. She has authored more than 50 peer-reviewed scientific journal publications and developed dozens of biomedical specialist databases and computational systems.

Course Materials

Required textbook:



Wager, K. A., Lee, F. W., & Glaser, J. P. (2022). *Health care information systems: A practical approach for health care management*, 5th Edition. Jossey-Bass.

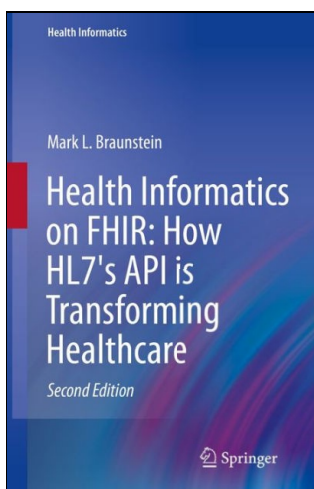
ISBN-13: 978-1119853862.

Note:

- This is also the required textbook for CS781.

An e-book is available through [Barnes and Noble at Boston University](#) and through the Amazon.

Recommended textbook:



Braunstein, M. L. (2022). *Health Informatics on FHIR: How HL7's API is Transforming Healthcare*, 2nd Edition.

Springer International Publishing.

ISBN: 9783030915636.

Available through the [BU Library](#)

Available as e-book only through [Barnes and Noble at Boston University](#). An e-book is also available at [Vitalsource.com](#) or through Amazon. An e-book is available for free through the BU library.

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:

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All of the videos in the series are available on the [Online Library Resources](#) page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard. Please feel free to make use of them.

As Boston University students, you have full access to the BU Library. From any computer, you can gain access to anything at the library that is electronically formatted. To connect to the library, use the link <http://www.bu.edu/library>. You may use the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos password.

Once in the library system, you can use the links under “Resources” and “Collections” to find databases, eJournals, and eBooks, as well as search the library by subject. Some other useful links follow:

Go to <http://www.bu.edu/library/research/collections> to access eBooks and eJournals directly.

If you have questions about library resources, go to <http://www.bu.edu/library/help/ask-a-librarian> to email the library or use the live-chat feature.

To locate course eReserves, go to <http://www.bu.edu/library/services/reserves>.

Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how to find articles through library systems and databases.

Study Guide

This course is divided into six (6) modules. Each module runs for two weeks.

Module 1 Study Guide and Deliverables

Readings:

Required Readings:

Wager, et al. (2022)

- Appendix A: Overview of the Healthcare IT Industry

Recommended Readings:

Braunstein, (2022)

- Chapter 1: A Brief History and Overview of Health Information
- Chapter 2: The US Healthcare System

Fridsma DB. The scope of health informatics and the Advanced Health Informatics Certification. J Am Med Inform Assoc. 2016, 23(4):855-6.

Gadd CS, Steen EB, et al. Domains, tasks, and knowledge for health informatics practice: results of a practice analysis. Journal of the American Medical Informatics Association. 2020 Jun;27(6):845-52

Lectures: Mondays, 1/23/23 and 1/30/23 from 6:00 PM to 8:45 PM ET in building CGS room 121. Office hours will be after the lectures.

Discussions: Discussion 1 postings

Assignments: Assignment 1

Assessments: Quiz 1

Module 2 Study Guide and Deliverables

Readings: **Required Readings:**

Wager, et al, (2022)

- Chapter 1: Evolution of Health Care Information Systems in the United States
- Chapter 2 Electronic Health Record Systems

Recommended Readings:

[Braunstein, \(2022\)](#)

- Chapter 3: Health Informatics in the Real World

Lectures: Mondays, 2/6/23 and 2/13/23 from 6:00 PM to 8:45 PM ET in building CGS room 121. Office hours will be after the lectures.

Discussions: Discussion 2 postings

Assignments: Assignment 2

Assessments: Quiz 2

Module 3 Study Guide and Deliverables

Readings: **Required Readings:**

Wager (2022)

- Chapter 11: Data Governance and Analytics

Recommended Readings:

Djulbegovic, B., & Guyatt, G. H. (2017). [Progress in evidence-based medicine: a quarter century on](#). The Lancet.

Sheridan, D. J., & Julian, D. G. (2016). [Achievements and limitations of evidence-based medicine](#). Journal of the American College of Cardiology, 68(2), 204-213.

Lectures: Tue, 2/21/23 and Mon, 2/27/23 from 6:00 PM to 8:45 PM ET in building CGS room 121. Office

hours will be after the lectures.

Discussions: Discussion 3 postings

Assignments: Assignment 3

Assessments: Quiz 3

Module 4 Study Guide and Deliverables

Readings: **Required Readings:**

Wager, et al, (2022)

- Chapter 3: Role of HCIS in Improving Healthcare Delivery
- Chapter 4: Realizing the Digital Health Promise with Electronic Health Records

Recommended Readings:

[Braunstein, \(2022\)](#)

- Chapter 12 Public and Population Health

Kindig, D., & Stoddart, G. (2003).

[What is population health?](#)

American journal of public health, 93(3), 380-383.

Kaminski, M. [What is Population Health? Ten Years On...](#) Population health management. 2020 Dec 1;23(6):404-6.

König, I. R., Fuchs, O., Hansen, G., von Mutius, E., & Kopp, M. V. (2017). [What is precision medicine?](#) European Respiratory Journal, 50(4), 1700391.

Lectures: Mondays, 3/13/23 and 3/20/23
from 6:00 PM to 8:45 PM ET in
building CGS room 121. Office
hours will be after the lectures.

Mon, 3/6 is spring recess.

Discussions: Discussion 4 postings

Assignments: Term Project Topic Proposal

Assessments: Quiz 4

Module 5 Study Guide and Deliverables

Readings: **Recommended Readings:**

[Braunstein, \(2022\)](#)

- Chapter 7: Data and Interoperability Standards
- Chapter 8: Pre-FHIR Interoperability and Clinical Decision Support Standards
- Chapter 9: FHIR

Lectures: Mondays, 3/27/23 and 4/3/23 from
6:00 PM to 8:45 PM ET in building
CGS room 121. Office hours will be
after the lectures.

Discussions: Discussion 5 postings

Assignments: Assignment 5

Assessments: Quiz 5

Module 6 Study Guide and Deliverables

Readings:

- Moore, W., & Frye, S. (2019). [Review of HIPAA, part 1: history, protected health information, and privacy and security rules](#). *Journal of nuclear medicine technology*, 47(4), 269-272.
- Moore, W., & Frye, S. (2020). [Review of HIPAA, part 2: limitations, rights, violations, and role for the imaging technologist](#). *Journal of nuclear medicine technology*, 48(1), 17-23.
- Massoudi, B. L., & Sobolevskaia, D. (2021). [Keep moving forward: health informatics and information management beyond the COVID-19 pandemic](#). *Yearbook of Medical Informatics*, 30(01), 075-083.

Lectures:

Monday, 4/10/23 and Wed, 4/19/23 from 6:00 PM to 8:45 PM ET in building CGS room 121. Office hours will be after the lectures.

Monday, 5/1 (final exam preparation after presentation) from 6:00 PM to 8:45 PM ET in building CGS room 121.

Assignments:

- Term project
- Term project presentations:
 - Mondays, 4/24 and 5/1 from 6:00 PM to 8:45 PM ET in

building CGS room
121.

- **Final exam: Mon, 5/8/23**
from 6:00 PM to 8:45 PM
ET in building CGS.

Course Grading Information

Please check the **Study Guide** in the syllabus for lecture dates. Please check the course site calendar for due dates for discussions, assignments, assessments/quizzes, term project, presentation, and final exam.

Course Structure

The course material is grouped in six modules. Each module consists of two lectures. There are discussion topics, quizzes, assignments, term project, term project presentation, and final exam. The term project is to assess students' understanding and implementing simple Health Informatics solutions.

Reading materials—Introduced in each module.

Assignments—This course will have four graded assignments.

Quizzes—This course will have five graded online quizzes.

Discussions—There are four graded discussion forums that involve posting and reviewing the answers to the discussion topics. Discussion topics are moderated by your professor. Each posting should be completed when the material is covered. Please see the discussion module on the home page for more details.

Term Project—The term project will test students' overall understanding and grasp of the course content.

Final Examination—There will be a proctored Final Exam in this course.

The final exam will be comprehensive and will cover material from the entire course. It will be an open-book exam consisting of questions similar to the ones in the quizzes and assignments.

Grade Weighting

The final grade for this course will be based on the following:

Deliverable	Weight
Quizzes	15%
Discussions	15%
Assignments	20%
Term Project	20%
Final Exam	30%

Letter Grade

The final letter grade in the course will correspond approximately with the following numeric grade range:

A	≥ 94
A-	$\geq 90 < 94$
B+	$\geq 86 < 90$
B	$\geq 81 < 86$
B-	$\geq 76 < 81$
C+	$\geq 71 < 76$
C	$\geq 66 < 71$
C-	$\geq 61 < 66$
D	$\geq 56 < 61$
F	< 56

Course Policies

Attendance & Absences: This is an oncampus course. The students are required to attend the lectures and

access the material regularly in the course site.

Assignment completion & late work: All assignments have to be submitted by the due dates. Each 24 hours of delay will result in 10% penalty.

Academic Conduct Code: <http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/>

Discussion Grading Rubric

The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

Criteria	65–69	70–79	80–89	90–94	95–100
Participation	Very limited participation	Participation generally lacks frequency or relevance	Reasonably useful relevant participation during the discussion period	Frequently relevant and consistent participation throughout the discussion period	Continually relevant and consistent participation throughout the discussion period
Community	Mostly indifferent to discussion	Little effort to keep discussions going or provide help	Reasonable effort to respond thoughtfully, provide help, and/or keep discussions going	Often responds thoughtfully in a way that frequently keeps discussions going and provides help	Continually responds thoughtfully in a way that consistently keeps discussions going and provides help
Content	No useful, on-topic, or interesting information, ideas, or	Hardly any useful, on-topic, or interesting information,	Reasonably useful, on-topic, and interesting information,	Frequently useful, on-topic, and interesting information,	Exceptionally useful, on-topic, and interesting information, ideas, and

	analysis	ideas, or analysis	ideas, and/or analysis	ideas, and analysis	analysis
Reflection and Synthesis	No significant effort to clarify, summarize, or synthesize topics raised in discussions			Contributes to group's effort to clarify, summarize, or synthesize topics raised in discussions	Leads group's effort to clarify, summarize, or synthesize topics raised in discussions

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's [Academic Conduct Code](#).

A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally

without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition, Revised Edition*. Copyright 1963, Holt, Rinehart and Winston.

Academic Conduct Code

I. Philosophy of Discipline

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

- A. **Cheating on examination.** Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed

definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.

- C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.
- D. **Theft of an examination.** Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. **Unauthorized communication during examinations.** Any unauthorized communication may be considered prima facie evidence of cheating.
- F. **Knowingly allowing another student to represent your work as his or her own.** This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).
- G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents,** including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.
- H. **Theft or destruction of examinations or papers** after submission.
- I. **Submitting the same work in more than one course** without the consent of instructors.
- J. **Altering or destroying another student's work or records,** altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. **Violation of the rules governing teamwork.** Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.
- L. **Failure to sit in a specifically assigned seat during examinations.**
- M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**
- N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**
- O. **Attempting improperly to influence the award of any credit, grade, or honor.**
- P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**
- Q. **Failure to comply with the sanctions imposed under the authority of this code.**

Disability and Access Services

In accordance with University policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact [Disability and Access Services](#) at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

Once a student receives their accommodation letter, they must send it to their instructor each semester. They must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodations are in place. Accommodations cannot be implemented if the student does not send their letter.

Boston University Metropolitan College