International Holistic Life Sciences Institute

IHLSI

New Student Orientation Guide

03.06.2023

Table of Contents

Welcome to

International Holistic Life Sciences Institute

On behalf of the Board of Trustees, faculty, administrators, and staff, I welcome you to the International Holistic Life Sciences Institute. IHLSI is pleased to offer you extensive educational experiences in the complementary and alternative medicine fields. As an open, friendly, and student-centered higher education institution, we pride ourselves on providing efficient and effective support services you need. Thank you for choosing IHLSI and allowing us to help you achieve your educational goals.

Our vision is to enhance the public's health and make healthy living attainable for everyone so that better science is available to all. Anyone who wants to study medicine, regardless of age, can have a channel to learn anytime, anywhere, and with very low tuition to enter this field. We also popularize the knowledge of fitness, health care, and self-healing for free and provide the public with lifelong learning and and long-lasting beneficial skills. By improving the public's health awareness and self-healing ability, we hope to reduce the pressure of the collapse of medical resources in the community.

Our mission is to elevate life to its fullest potential through integral and holistic scientific approaches. Learners can attend various free classes, with each class focusing on certain unique features and practical skills. In addition, our courses have no scheduled class times, so students can enjoy them entirely on their schedule and make friends who have similar interests in the health care fields in our online community.

The New Student Orientation Guide describes the many available resources to you. Because we want your experiences at IHLSI to be as meaningful and delightful as possible, we encourage you to read this booklet carefully and use it as a valuable resource document. IHLSI has faculty and staff committed to student success through innovative online teaching and learning.

Finally, please feel free to email the staff members and offices listed in the New Student Orientation Guide. These contacts will assist you in optimizing the opportunities available to you at International Holistic Life Sciences Institute and the partner schools.

I extend my best wishes to you as you achieve your educational goals.

Dr. Edward Shih
President

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US Higher Education

The U.S. system of higher education is different from what many international students mean when they use the term "education system." The chart on the following page offers a general framework that will help to distinguish the U.S. system from those that many international students are familiar with. Please keep in mind that there are exceptions and minor differences, both in this country and abroad, that this model does not accommodate. In the diagram below, the column on the left describes various aspects of the U.S. education system while the column on the right describes ways in which other education systems may differ. The right column is not meant to represent one particular education system.

Over the past 25 years, there has been much more fluidity in education structures and policies everywhere. Even centralized systems of higher education have been subject to change.

Furthermore, there are examples of both centralized and decentralized educational institutions in the United States. Military academies and federal research laboratories are examples of centralization, while private schools and universities are examples of decentralization. However. the dominant pattern is of one of decentralization. Furthermore, public institutions are more directly affected by state legislatures than private institutions. Some states, counties, and municipalities exercise detailed control over budgets, curriculum, and the hiring and dismissal of faculty. Even that, however,varies from one institution to another. Public institutions are also influenced by taxpayers' current attitudes toward education, and by the national, state. and local economies. This affects how much money the public, through their elected representatives, is willing to invest in public education. Still, the differences in the classroom within the United States are minimal.

U.S. EDUCATION SYSTEM	NON-U.S. EDUCATION SYSTEM
Characterized by multiple models and a complexity of interacting educational systems and subsystems. For some, it may look both centralized* and decentralized at the same time.	Characterized by hierarchy or centralization. Often,the local educational institutions must depend on the central government to make decisions.
U.S. Department of Education influences schools, but does not govern them.	Ministry of Education governs schools from the top down.
Characterized by flexibility for the individual student, who can choose from a variety of subjects and change from subject to subject easily.	Characterized by inflexibility for the individual students, who is assigned or must choose a fixed plan of study and not deviate from it.
Admission tests are designed, written, and scored by private organizations. • Standards differ among schools, including which tests to require.	Admission tests and standards are centrally administered.
Faculties are recruited through public advertising or private solicitation. The hiring process is competitive and intensive; potential departmental colleagues choose candidates. Administrative staff assesses the process to assure diversity of candidate pool and equality of opportunity. Focus is on teaching skills in teaching institutions, research, and publications in institutions engaged in advanced research and/or administrative skills. The weight given to each varies from school to school.	Faculty members are centrally recruited, certified, and allocated, or those processes occur at differing levels of the system. Certification requires proof of credentials and quality of references. Focus is on knowledge acquired and administrative experience where appropriate.
Public schools are heavily funded by both federal and state government monies. Private schools are funded primarily through tuition monies paid by students, but also by funds from endowments and gifts, various types of federal research grants, and student loans and grants.	Schools are funded by governmental monies, with heavy involvement by employees of the government ministries.

* *Centralized* refers to a system that functions by taking orders on a continuous basis from a central governmental authority.*Decentralized* refers to a system that follows rules and laws enacted by a central governmental authority,but is not under continual oversight by a higher governmental authority.

(Source: NAFSA: Association of International Educators)

US Classroom Learning Environment

Although there are many similarities between the U.S. classroom and classrooms in other countries, the U.S. classroom is a unique blend of pedagogical approaches and cultural values that has been influenced by this country's historical roots, by influential thinkers throughout the country's brief history, and by U.S. cultural values. The following are important cornerstones of the U.S. classroom learning environment: the rights of the individual, personal responsibility, freedom of choice, interactive learning, liberal education, independent thinking, and democratic principles. You will find these values and principles represented in the following discussion, which offers an introduction to important features of the U.S. classroom.

Pedagogical Approach
A useful approach to understanding the culture of any classroom begins by distinguishing two different pedagogical approaches: teacher-centered classroom culture and learner-centered classroom culture. The chart on the following page identifies some characteristics of each approach.

These two pedagogical paradigms provide general guidelines for comparing different classroom approaches across cultures. Most classrooms draw heavily from one or the other of these models. Though both models are often represented in the classrooms in a given country, generally one approach is more dominant than the other in a particular country.

If these two approaches were placed on the poles of a cultural continuum, the U.S. classroom would be firmly at the learner-centered end of the spectrum.

However, while the learner-centered approach is dominant. the U.S. classroom style depends on the

Teacher-Centered Approach   Learner-Centered Approach

professor's style as well as the field of study. The learner-centered model is highly favored in the social sciences, education, and the humanities. The teacher-centered model is more often integrated with the learner-centered model in the physical and biological sciences and engineering.

International students who study in countries such as the U.S., Canada, and Australia, where the learner-centered approach is strongly favored, often bring this approach to their home institutions when they return. The spread of the learner-centered model of classroom pedagogy to institutions in other countries has had a considerable impact on models of teaching and learning in countries where teacher-centered classroom culture was once the preferred model. Surveys of international students from Europe and Asia signal the shift as increasing numbers of students report their encounters with learner-centered classrooms. Your familiarity with these styles of teaching depends on your previous educational experiences. The social structure of your culture plays a critical role in how your country's educational system is organized. This in turn affects how you perceive both education and the process of learning .

Indeed, the globalization of information has affected the educational and learning behaviors of many international students, but many students are still affected by the dominant mode and style of education and learning to which they have been exposed. As a result, students coming to the United States to study find that their expectations, attitudes, and values sometimes conflict with those of their faculty and U.S. students. These differences can be sources of culture shock and cultural misunderstandings that inhibit adaptation and adjustment. While the United States is a multicultural nation with many higher education institutions, you will find that not all institutions are as multicultural as the institutions hope or strive for. Even though your background may cause difficulties in understanding for faculty and other students, you will find most faculty and administrators willing to assist newcomers to their university. Often they will be generous with their time in an effort to make you feel welcomed, and they will support your efforts to be a successful student.

RECOMMENDATION

Find others in your country who have already studied in the United States. Ask them what differences they encountered in the U.S. academic system and how they adjusted. You can use the table on the preceding page to help you articulate your questions about the U.S. classroom.

Also, here are sample questions:

- ➢ What was the classroom like?
- ➢ Did students and instructors behave in the same way as at home?
- ➢ Were the same methods of evaluation used?
- ➢ How did you cope with the differences?
- ➢ What people and resources were helpful to you?

Faculty members are extremely concerned about cheating and plagiarism. Some use special software to identify any segments of student's papers that have been written in the paper but not been attributed properly to an author or source. Usually faculty know the subject well enough to identify a segment as being written by someone else. When this occurs, students may face severe academic penalties.

RECOMMENDATION

It cannot be emphasized enough that understanding how to properly cite sources and what is considered cheating is very important. You can't assume that what is accepted in your country will be accepted practice in the United States. Be sure to talk to your academic department about which style manual or other resource to use for citing sources.

Whether or not you agree with the rules, you must learn and follow them or face serious consequences. Instructors often have the power to decide how to handle cases of academic misconduct. It is not unusual that a student would receive a failing grade for an exam or paper on which he or she is accused of cheating. If a student is accused more than once of academic misconduct, even if it is not the same type of offense, the student may be asked to leave the university. In cases like these, a high standard of proof will likely prevail. Student rights are weighed against the allegations of misconduct. How these rights are protected varies from campus to campus but, most often, students can bring a complaint of unfair treatment either to the chairperson of that department and/or the dean of their school. In some cases, complaints may be presented to an on-campus judicial board or a university governance committee for a hearing. On some campuses, Teaching Assistants have the right to a hearing before a faculty ethics committee when their contracts are dismissed. Wherever it occurs, students usually have the opportunity to defend themselves and lay claim to their rights as well.

RECOMMENDATION

(1) Make sure that you understand the rules of the U.S. institution you attend. You are expected to take responsibility for learning and honoring those rules.

(2) If you are accused of academic misconduct at a U.S. institution, be sure to consult with staff at the international student office. The staff is familiar with cultural differences in academic practices and can often provide you with valuable advice on how to handle the situation, and they may be able to act as an advocate on your behalf.

(3) For an example of a university's response to cheating, see Bluffton University's Honor System at www.bluffton.edu/studentlife/handbook/honor.

(Source: NAFSA: Association of International Educators)

Academic Degree Programs

The Master degree program at IHLSI requires twelve courses. Students must maintain a 2.75 or better overall GPA for the degree coursework. Additionally, all students are required to complete two noncredit courses in their first term of study:

- Online Learning Strategy
- Academic Writing & Research Ethics

The degree program length is flexible; however, the degree must be completed within three years.

Master of Science in Complementary and Alternative Medicine
9 Core courses (total 34 credit units):
Traditional Chinese Medicine Foundations and Theories (4 units)
Homeopathy Theory (4 units)
Nutrition & Food Therapy of Oriental Medicine (4 units)
Theory of Shang-Han (4 units)
Herbal Materia Medica and Herbal Remedies Making (4 units)
Acupuncture Theory (4 units)
Tui Na Massage Theory and Practice (4 units)
Research Design and Methodology (2 units)
Diagnosis and Skills of Oriental Medicine (4 units; Capstone)
(% Master's Project, incorporated into the capstone course)

3 Elective courses (select three courses from followings, total six credit units)
Herbal Treatment Strategy (2 units)
Qigong Treatment Strategy (2 units)
Healing Energy Medicine (2 units)

Fundamentals of Budgeting and Financial Accounting (2 units)
Healthcare Regulations and Compliance (2 units)
Practice Ethics and Risk Management Considerations (2 units)

Master of Health Administration
9 Core courses (total 34 credit units):
Fundamentals of Budgeting and Financial Accounting (4 units)
Healthcare Financial Management (4 units)
Health Economics (4 units)
Healthcare Regulations and Compliance (4 units)
Information Systems Management (4 units)
Healthcare Leadership (4 units)
Operations Management for Health Organizations (4 units)
Research Design and Methodology (2 units)
Strategic Management and Marketing (4 units; Capstone)
(% Master's Project, incorporated into the capstone course)

3 Elective courses (select three courses from followings, total six credit units)
Practice Ethics and Risk Management Considerations (2 units)
Financial Modeling with Excel(2 units)
Healthcare Cost Analysis and Decision Making (2 units)
Traditional Chinese Medicine Foundations and Theories (2 units)
Nutrition & Food Therapy of Oriental Medicine (2 units)
Healing Energy Medicine (2 units)

Note:
These online graduate courses are structured in six-week sessions rather than 14-week semesters. Therefore, a student should expect to spend six hours a week on coursework for every course credit for one session. For example, if a student is signed up for two courses during a session and each course is worth four credits, that student should plan to spend 48 hours a week on coursework.

* 2 courses X (4 credit units X 6 hours a week) = 48 hours a week

Students must be registered appropriately, complete the course successfully, and pay the course assessment fee to obtain credit.

Estimated completion time: 1 — 1.5 years

* Actual completion times will vary and may be higher, depending on full- or part-time course registration, units transferred, and time to complete other degree requirements.

Program Highlights

- Open institution adopting open educational resources
- Fully online, asynchronous course delivery
- Hands-on opportunities for research and cross-cultural interaction
- Attainable skills to promote healthy living
- Transfer credits accepts
- No GRE/GMAT required

Admissions

Submit your application by June 1, 2022, to catch the summer classes starting June 1. We will send you an admission letter by May 15, 2022.

https://www.lifesciences.institute/index.php/admissions/admissions-application

Weekly Coursework

Most classes have seven modules in a course, and a module is the weekly curriculum. Therefore, you will need to proceed with one module per week and finish Readings, Discussion forums, Assignments, and Journal in each module in the first five modules. The Interactive Virtual Classroom is used for video conferencing in the class. The end of the course module is for you to submit your final course paper or course project.

Reading References

Note: If you are not in the U.S. and cannot browse some learning resources below, run the VPN connection first.

Mark as done

🔵 Textbook & Required Reading

Mark as done

🔵 Tutoring videos

Mark as done

🔵 PDF documents

Mark as done

🔵 Web resources

Mark as done

Discussion

Mark as done

🟣 Module 1 - Post Your Introduction

Mark as done

🟣 Module 1 - Discussion 2

Mark as done

Assignment

Mark as done

🟣 Module 1 - Assignment

Mark as done

Mark as done

📘 Module 1 – Essential Knowledge

Mark as done

📄 Module 1 – Journal

Mark as done

H-P Module 1 – H5P interactive video 1

Mark as done

H-P Module 1 – H5P interactive video 2

Mark as done

🔲 Crossword

Mark as done

Search on the Web

Bing Advanced Search Tricks You Should Know

Symbols you can use to streamline your Bing searches

+: Finds web pages that contain all the terms preceded by the + symbol.

" ": Finds the exact words in a phrase.

(): Finds or excludes web pages that contain a group of words.

AND or &: Finds web pages that contain all the terms or phrases (this is an example of Boolean search)

NOT or -: Excludes web pages that contain a term or phrase.

OR or |: Finds web pages that contain either of the terms or phrases.

Example: filetype:pdf

inanchor: or inbody: or intitle: return web pages that contain the specified term in the metadata, such as the anchor, body, or title of the site, respectively.
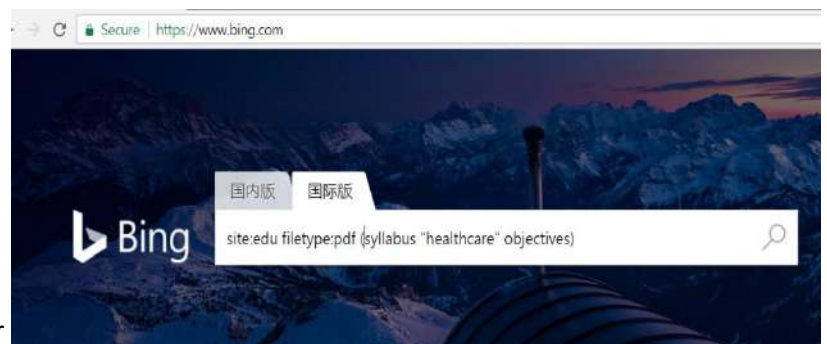
Basic Google Search Tips and Strategies

Find page titles. Page titles can be searched by using "intitle:" before the word or phrase. This one will search for titles with "texas" in them, plus other stories with "snowstorm": intitle:texas snowstorm

Refine page title searches. Use "allintitle:" before the word or phrase. This one will search only for pages that say "texas snowstorm": allintitle:texas snowstorm

Search a cache. Find older versions of a page that may have been changed by doing a "cache:" search: cache:whitehouse.gov

Search for a page with specific words. An "inurl:" search finds matching results within a url address: inurl:nursing

Search inside a site. Get results inside a specific site, much like a Google search, by using "site:" in the browser bar. Combine with another term to find what you're looking for: site:purdueglobal.edu business

Search specific file types. Look for .pdf, .docx, or .ppt files, for example, with "filetype:" searches. The results will be restricted to that file type: food safety filetype:pdf

See similar websites. Search for websites similar to one you're familiar with by using "related:" in front of the address. For example, this search won't return Barnes & Noble results, but it will find similar booksellers: related:barnesandnoble.com

Assistant Tools and Demo

➢   VPN

VPN provides access to resources that are inaccessible on the public network and is typically used for remote workers. It helps students outside of the U.S. to be able to search on Google and watch videos on YouTube.
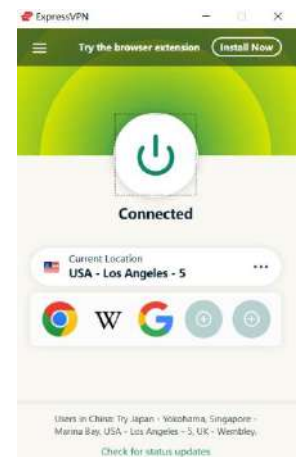
➢   Google Translate
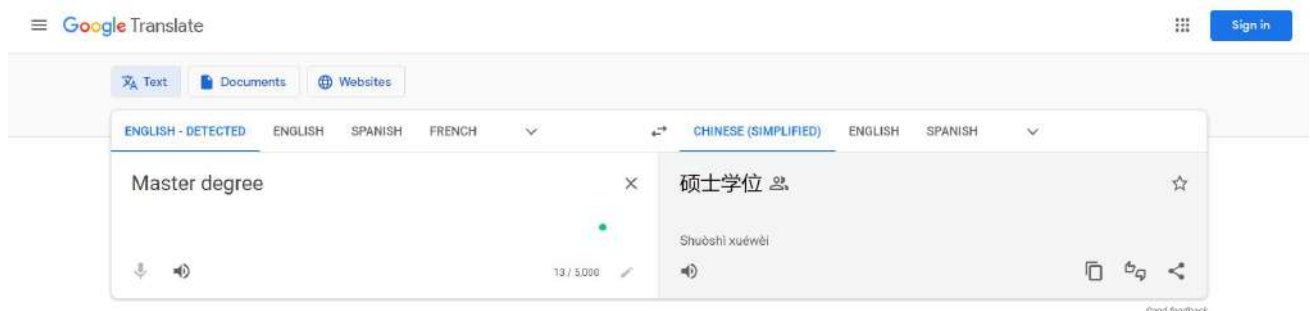
Google Translate is a multilingual neural machine translation service developed by Google to translate text, documents and websites from one language into another. You can use it to learn how to pronounce words, translate a word while browsing with a single tap, translate entire web pages, upload a document and have it translated.

You can also use Google Translate for English voice and conversation translations and apply your camera to translate on the fly, transcribe and translate in real-time.

➢ Quillbot

QuillBot's paraphrasing tool helps millions of people rewrite and enhance any sentence, paragraph, or article using state-of-the-art AI.
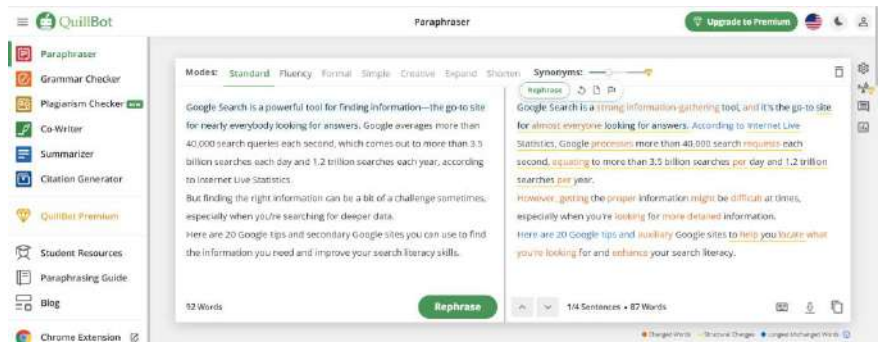
Demo video: [The usage of Quillbot](#)

➢ Grammarly

Grammarly reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes.

➢ BigBlueButton

BigBlueButton is an open source web conferencing system for online learning.

Standards of Academic Conduct

Each culture has its own standards, rules, and policies regarding academic conduct or behavior. No country condones cheating, yet cheati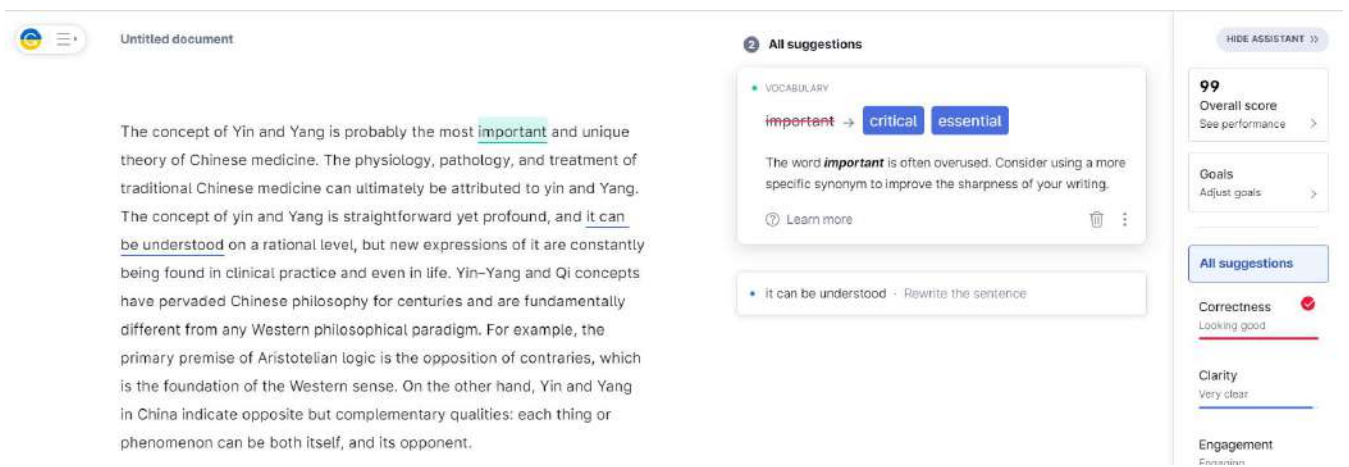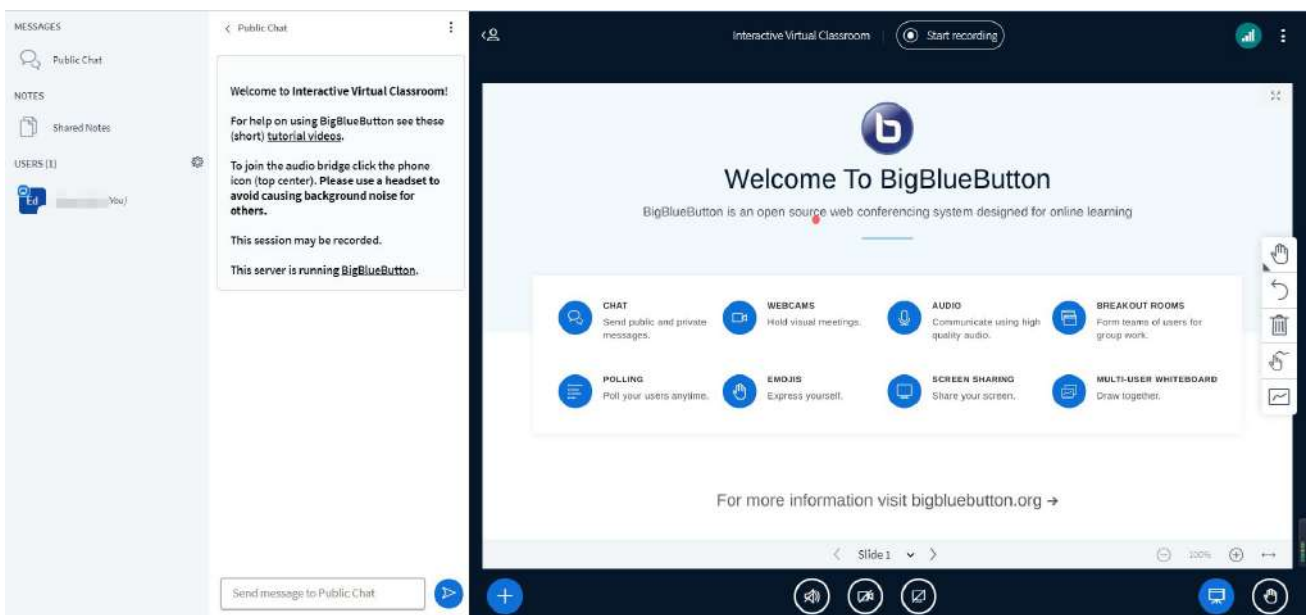ng occurs in all countries. Schools, departments, and faculty have a responsibility to review the definitions and boundaries of cheating and plagiarism. The rules in the Unit- ed States are related to the value that is placed on the rights and responsibilities of the individual. Academic rules, and U.S. laws, protect the individual's right to own his or her words and ideas. Each university student is expected to know, understand, and follow the academic conduct rules at his or her institution. Here are some general guidelines.

Ownership of Knowledge
In the United States, an individual is thought to own original ideas, words, and knowledge. This means that students must carefully give credit to the authors of sources they cite. What is already written must be cited, including written sources in books, journal articles, unpublished manuscripts, and the Internet. There are also cases when spoken words, such as a formal speech, must be cited.

Comment from an international student: "*Everything you say, you have to put someone's name and the date and the page .... And at home, that was not the case.*"

RECOMMENDATION

There are many resources available for learning the appropriate ways to cite others' work . University departments may offer guidelines . The university library offers various style manuals, often on-line, that provide a step-by-step guide for correctly citing sources. They will be available for purchase at the university bookstore. Some disciplines of study have specific style manuals that must be used. International students should consult with faculty in their departments about choosing the appropriate citation style and manual.

Academic Misconduct

It is considered quite serious when academic conduct rules are not followed . Two common types of academic misconduct are plagiarism and cheating. Plagiarism is using the ideas and words of another without giving proper credit to the author. Cheating can refer to many practices, but usually means using unauthorized sources or assistance on a test, or in a paper or other assignment.

Cheating sometimes results from international students' experiences in their home countries of living and working in groups, starting as members of extended families and later in school. Student groups play an essential role in supporting individuality of their members, but they do not usually encourage individualism, a set of ideas that stresses independence from groups and their conventions. Nor do they encourage intense competition in and outside the classroom. In the learner- centered classroom, students are expected to express their own opinions, free of influence of others including their friends and schoolmates. In their home country, students often share notes, papers, data, and resources. In the United States, there are appropriate and inappropriate times to share information and ideas. As a genera l rule, students can share class notes, ideas, and materials when expressly instructed by the professor to do so as part of an exercise. In special circumstances , for example, when you become ill, the professor may permit you to borrow notes from a lecture or discussion you may have missed. However, there are certain situations and contexts where this sharing is not appropriate. These can be on a test (of course) but also when the professor explicitly states, for example, that all work on a project must be done individually. This means that even sharing ideas or raking about the topic with others is forbidden. Violating direct instructions not to share data, ideas, or to copy the work of other students may lead to charges of cheating. This is most often detected because research papers and tests that students turn in to the professor look too much alike. In such cases, a student can receive a failure of the assignment or course, suspension from the program, or even expulsion from the school.

Plagiarism is another form of academic misconduct or cheating. Not only can you cheat by copying a friend's paper, but by copying from a book, the Inter- net, and other print materials. In the United States the short definition for this behavior is using someone else's words as if they were your own. This means transferring words from a book, Internet, or other resources without specifying the source from which you took these words. Sometimes international students have a hard time overcoming their methods of learning and ways of demonstrating knowledge. For example, those students from countries whose academic system emphasizes memorization and repetition of a professor's words on tests or term papers may find themselves continuing this behavior in U.S. classrooms. One of the reasons for such continued behavior is that home country educational systems sometimes limit the expression of opinions or even questioning of professors by students. In the United States students asking questions and expressing opinions is more often rewarded, and considered as demonstration of having read texts assigned or simply having an interest in the course topic. Thus, a simple repetition of words from the text or continual agreement with the professor's views is not as valued in the U.S. classroom as in some countries. (Smithee 2009)

(Source: NAFSA: Association of International Educators)

Expectations, Standards and Policies

Grade Appeal
If you believe that the final grade of the course is wrong, unjust or unfair, please contact your course instructor. It must be completed within seven days of the posted final results.

Students with Disabilities
IHLSI complies with all laws and regulations regarding the access of disabled individuals to education and works to ensure that no qualified student with a disability is denied the benefits of, or is excluded from participation in, any school program or activity.

Plagiarism and Academic Integrity
At the International Holistic Life Sciences Institute (IHLSI), honesty and integrity are core values that guide and inform both individuals and the larger community. Academic culture necessitates that each student be accountable for his or her own learning and for producing work that reflects their intellectual potential, inquiry, and ability. Students must represent themselves candidly, claim only their own work, acknowledge their use of others' words, research results, and ideas, employing the methods accepted by the relevant academic disciplines, and complete all academic assignments in an honest manner. Both students and faculty are responsible for maintaining the Institute's academic integrity. Academic misconduct will not be excused on the basis of a misunderstanding of appropriate academic behavior. If a student is uncertain about what constitutes appropriate academic conduct in a given situation, he or she should consult with the course instructor to avoid the serious charge of academic misconduct.

Plagiarism Policy:
Students must submit only their original work, without unauthorized collaboration or sharing with others, unless explicitly allowed by the instructor. All materials incorporated into the work that are not the student's own creations must be properly cited and referenced. Proper acknowledgement must be given for any images used. Failure to comply with this policy will result in consequences, such as receiving a zero for the assignment and being reported to the Program Director for the first offense. A second violation of plagiarism or cheating will lead to the student's removal from the course by the instructor and notification to the Registrar.

Academic Integrity Policy:
1.> Definition of Academic Integrity:
IHLSI embraces academic integrity as a core value, which guides all facets of academic work. It encompasses honesty, trustworthiness, responsibility, and respect for intellectual property.

2.> Promoting Awareness:
IHLSI actively promotes the importance of academic integrity through educational programs, workshops, and seminars.

3.> Guidelines for Academic Conduct:

IHLSI provides guidance on academic conduct, including citation and referencing standards, plagiarism, data fabrication, and collaboration rules.

•Cheating: Cheating encompasses any form of unauthorized assistance on an assignment or exam. Examples include using electronic devices during an exam, copying answers from another student's exam, and acquiring answers before an exam.

•Plagiarism: Plagiarism occurs when someone presents another person's work or ideas as their own. Instances of plagiarism include copying text from an online source without proper citation, inadequately paraphrasing someone else's work, and submitting work completed by someone else.

• Fabrication of Data: Data fabrication involves the falsification or invention of data or results. Examples include creating data for a lab report or study that was never conducted, or manipulating data to achieve desired outcomes.

•Unauthorized Collaboration: Unauthorized collaboration entails working with others on an assignment or exam without permission. Examples include sharing answers during an exam, contributing minimally to a group project, or collaborating with someone outside of the course or program.

4.> Reporting and Investigation Process:

•Any individual who witnesses or suspects an academic integrity violation should report it to the appropriate authority, such as the instructor, program director, or academic affairs office.

•The report should detail the violation, provide supporting evidence, and identify the student(s) involved.

•The appropriate authority will launch a confidential investigation into the alleged violation, which may involve interviews and evidence review.

•The privacy of all parties involved will be respected throughout the investigation.

5.> Sanctions and Penalties:

• Depending on the violation's nature and severity, the appropriate authority may impose various sanctions and penalties, including but not limited to:

    A warning or reprimand
    Loss of credit or grade reduction for a specific assignment, exam, or paper
    Failure of the course
    Suspension or expulsion from IHLSI

• The authority will consider any mitigating or aggravating circumstances, such as prior academic misconduct or the level of intent or premeditation.

6.> Regular Review and Revision:

IHLSI will consistently review and update this policy to ensure its ongoing effectiveness in fostering academic integrity throughout the institution.

To support students in understanding and upholding the principles of academic integrity:

Resources for students, faculty, and staff:
•Educational programs, workshops, and seminars on academic integrity
• Access to plagiarism detection software or other tools to ensure proper citation and referencing

in academic work
•Access to citation and referencing resources, such as style guides or manuals
•Guidance on appropriate source use, including when and how to cite and reference them
•Support for students who may need assistance in developing effective study or writing skills to avoid academic misconduct.

Guidelines for academic conduct:
•Proper citation and referencing standards, including information on citation styles and their application
•Policies on collaboration, outlining what is and is not allowed in terms of group work, and how to acknowledge the contributions of group members
•Guidance on avoiding plagiarism, including definitions, and examples of proper paraphrasing, summarizing, and quoting sources
•Policies on the use of electronic devices during exams and assessments, and guidelines for using online resources in academic work.

Consequences for violations:
•Warnings or reprimands for minor violations of academic integrity, such as improper citation or collaboration
•Loss of credit or grade reduction for a specific assignment, exam, or paper
•Failure of the course
•Suspension or expulsion from IHLSI, depending on the nature and severity of the violation.

To summarize, IHLSI provides resources, guidelines, and consequences to guarantee academic integrity. These policies will be reviewed and revised on a regular basis to ensure that they continue to be effective in promoting academic integrity throughout the institution.

Attendance
The most successful online students are self-motivated and possess solid time-management skills. Some students work well when determining their own deadlines and pace. IHLSI courses are conducted asynchronously with synchronous capability, allowing students to participate at any time of the day. However, at times students may be required to participate in course discussions. The time and date of these discussions are determined upon agreement by the instructor and the students. Full participation in every aspect of the course is not only required; it is essential to the online learning process.

All students are expected to complete all work assigned and to notify the teacher when emergencies arise that may affect regular participation in coursework. A course syllabus is provided in each course to assist students in planning effectively. Students should print a hard copy of the syllabus and use it to guide them in the completion of their coursework.

IHLSI offers flexible enrollment options for students. Planning adjustments may be made depending on individual course completion goals. As a baseline, students should plan to spend a minimum of 4-5 hours per day working on their online course requirements to remain on track for successful

course completion. This time estimate includes planning for any required reading, research, participation in discussions and chats, and quizzes/exams and other course-related requirements occurring outside the classroom.

Students not demonstrating regular participation in coursework risk jeopardizing their chances of success and may be temporarily withdrawn from the course due to non-participation.

IHLSI assesses attendance using a performance-based system which includes monitoring of the following elements:
✧ Frequent and regular submission of classroom assignments
✧ Frequent and active participation in discussion forums
✧ Participation in online chats as required
✧ Performance on all required homework assignments, projects, quizzes and exams
✧ The frequency and amount of time a student spends in the course

**the instructor reserves the right to make changes to the course calendar with prior notice given to the student

Appendix 1

Graduate School Survival Guide

A guide for entering graduate students written by Wanda Pratt, University of Washington

Getting the most out of the relationship with your research advisor or boss
Meet regularly. You should insist on meeting once a week or at least every other week because it gives you motivation to make regular progress and it keeps your advisor aware of your work.

Prepare for your meetings. Come to each meeting with:
◆ List of topics to discuss
◆ Plan for what you hope to get out of the meeting
◆ Summary of what you have done since your last meeting
◆ List of any upcoming deadlines
◆ Notes from your previous meeting

E-mail him/her a brief summary of EVERY meeting. This helps avoid misunderstandings and provides a great record of your research progress. Include (where applicable):
◆ Time and plan for next meeting
◆ New summary of what you think you are doing
◆ To-do list for yourself
◆ To-do list for your advisor
◆ List of related work to read
◆ List of major topics discussed
◆ List of what you agreed on
◆ List of advice that you may not follow

Show your advisor the results of your work as soon as possible. This will help your advisor understand your research and identify potential points of conflict early in the process.
◆ Summaries of related work
◆ Anything you write about your research
◆ Experimental results

Communicate clearly. If you disagree with your advisor, state your objections or concerns clearly and calmly. If you feel something about your relationship is not working well, discuss it with him or her. Whenever possible, suggest steps they could take to address your concerns.

Take the initiative. You do not need to clear every activity with your advisor. He/she has a lot of work to do too. You must be responsible for your own research ideas and progress.

Getting the most out of what you read

Be organized.
- Keep an electronic bibliography with notes and pointers to the paper files.
- Keep and file all the papers you have read or skimmed.

Be efficient. Only read what you need to
- Start by reading only the conclusion, scanning figures and tables, and looking at their references.
- Read the other sections only if the paper seems relevant or you think it may help you get a different perspective.
- Skip the sections that you already understand (often the background and motivation sections).

Take notes on every paper you find worth reading.
- What problem are they trying to solve?
- What is their approach?
- How is it different from other approaches?

Summarize what you have read on each topic. After you have read several papers covering some topic, note the:
- Key problems
- Various formulations of the problem they are addressing
- Relationship among the various approaches
- Alternative approaches

Read PhD theses. Even though they are long they can be very helpful in quickly learning about what has been done in some fields. Especially focus on:
- Background sections
- Method sections
- Your advisor's thesis

This will give you an idea for what he/she expects from you.

Making continual progress on your research

Keep a journal of your ideas. Write down everything you are thinking about. It will help you keep track of your progress and keep you from going in circles.

Set some reasonable goals with deadlines
- Identify key tasks that need to be completed.
- Set a reasonable date for completing them (on the order of weeks or months).
- Share this with your advisor or enlist your advisor's help in creating the goals and deadlines.
- Set some deadlines that you must keep (e.g., volunteer to give a student seminar on your research, work toward a conference paper submission deadline, etc.).

Keep a to-do list. Checking off things on a to-do list can feel very rewarding when you are working on a long-term project.

◆ List the small tasks that can be done in about an hour.
◆ Pick at least one that has to be completed each day. Continually update your:
◆ Problem statement
◆ Goals
◆ Approach (or a list of possible approaches)
◆ One-minute version of your research (aka the elevator ride summary)
◆ Five-minute version of your research

Discuss your research with anyone who will listen. Use your fellow students, friends, family, etc., to practice discussing your research on various levels. They may have useful insights, or you may find that verbalizing your ideas clarifies them for yourself.

Write about your work.

◆ Early stage: Write short idea papers and share them with your advisor and colleagues.
◆ Intermediate stage: Find workshops and conferences for submitting preliminary results. This can also help you set deadlines.
◆ Advanced stage: Target relevant journals.

Avoid distractions. It is easy to ignore your research in favor of more structured tasks such as taking classes, teaching classes, organizing student activities, etc. Minimize these kinds of activities or commitments.

Confront your fears and weaknesses.
◆ If you are afraid of public speaking, volunteer to give lots of talks.
◆ If you are afraid your ideas are stupid, discuss them with someone.
◆ If you are afraid of writing, write something about your research every day.

Balance reading, writing, and hacking. Often research needs to be an iterative process across all of those tasks.

Finding a thesis topic or formulating a research plan
➢ Pick something you find interesting. If you work on something solely because your advisor wants you to, it will be difficult to stay motivated.

➢ Pick something your advisor finds interesting. If your advisor doesn't find it interesting he/she is unlikely to devote much time to your research. He/she will be even more motivated to help you if your project is on their critical path.

➢ Pick something the research community will find interesting if you want to make yourself marketable.

➢ Make sure it addresses a real problem.

➢ Remember that your topic will evolve as you work on it.

➢ Pick something that is narrow enough that it can be done in a reasonable time frame.

➢ Have realistic expectations.

➢ Don't worry that you will be stuck in this area for the rest of your career. It is very likely that you will be doing very different research after you graduate.

Avoiding the research blues
➢ When you meet your goals, reward yourself.

➢ Don't compare yourself to senior researchers who have many more years of work and publications.

➢ Don't be afraid to leave part of your research problem for future work.

➢ Exercise.

➢ Use the student counseling services.

➢ Occasionally, do something fun without feeling guilty!

Other resources

Web sites
Is an Online Degree the Same As a Regular Degree?
Will My Diploma Say I Got My Degree Online?
https://www.valuecolleges.com/resources/faqs/will-diploma-say-online/

How Online Classes Work: 10 Frequently Asked Questions
https://www.usnews.com/higher-education/online-education/articles/2018-01-16/how-do-online-classes-work-10-frequently-asked-questions

Tips for Taking Online Classes: 8 Strategies for Success
https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/

Appendix 2

Academic Writing Tips

Writing Clearly

1. Choose the word that most clearly conveys your meaning

English words generally have two types of meanings: a denotative meaning (the descriptive dictionary definition of a word) and a connotative meaning (the emotional impact of a word). The connotation can be positive or negative. For example, the words slender, thin, and skinny have the same denotative meaning, but very different connotations.

2. Always follow this, that, these, and those with a noun
    - ✧ Unclear: I will take this. (This what?)
    - ✧ Clear: I will take this dog.
    - ✧ Unclear: I do not want that. (Want what?)
    - ✧ Clear: I do not want that book.

Writing Concisely

1. **Eliminate unnecessary phrases and redundancies.**
    - ✧ Correct: We will be home in ten days.
    - ✧ Incorrect: We will be home in a period of ten days.

2. **Use clear and straightforward language.**
    - ✧ Correct: I have noticed many weeds growing around the building.
    - ✧ Incorrect: It has come to my attention that there is a vast proliferation of undesirable vegetation surrounding the periphery of this facility.

3. **Write in active voice.**
    - ✧ Correct: This week, the committee decided to vote on the issue.
    - ✧ Incorrect: A decision to vote on the issue was made by the committee this week.

4. **Shorten wordy phrases.**
    - ✧ Correct: Jon will call me if he can go.
    - ✧ Incorrect: Jon will let me know in the event that he can get away and make the trip.

5. **Avoid starting sentences with "there is", "there are", or "it is".**
    - ✧ Correct: Four officers report to the captain.
    - ✧ Incorrect: There are four officers who report to the captain.

6. **Eliminate extra nouns.**
    - ✧ Correct: Luis was interested in data processing.
    - ✧ Incorrect: Luis was interested in the data processing field.

7. **Eliminate filler words such as "that", "of", or "up".**
   - ✧ Correct: I said I was tired.
     - ■ Incorrect: I said that I was tired.
   - ✧ Correct: I stepped off the curb.
     - ■ Incorrect: I stepped off of the curb.
   - ✧ Correct: I got on the ladder.
     - ■ Incorrect: I got up on the ladder.

Work on Assignments

Part 1

Follow the rules below to use appropriate language in your assignments.

1. **Avoid Casual or Offensive Language**

   Avoid using these types of words:
   - ✧ Slang—newly invented words or words with new definitions
   - ✧ Jargon—specialized or technical language
   - ✧ Colloquial words—words of casual conversation
   - ✧ Offensive words or phrases—cuss words, judgmental names, overtly racist remarks

2. **Avoid gender discrimination**

   You can usually use one of the methods below to achieve this goal.
   - ✧ Method #1: Eliminate personal pronouns.
     - ■ Correct: An employee must use vacation time for a personal holiday.
     - ■ Incorrect: An employee must use his or her vacation time for a personal holiday.
   - ✧ Method #2: Make nouns and personal pronouns plural.
     - ■ Correct: Employees must use their vacation time for personal holidays.
   - ✧ Method #3: Use a second person point of view.
     - ■ Correct: If you plan to attend, you should send in your reservation.
     - ■ Incorrect: Anyone who plans to attend should send in his or her reservation.

3. **Avoid splitting infinitives**

   Avoid splitting infinitives (prepositional phrases that begin with the word to, e.g., to work, to read, to speak). Try NOT to put words between to and the verb.
   - ✧ Correct: We want to speak confidently and clearly.
   - ✧ Incorrect: We want to confidently and clearly speak.

4. **Avoid double negatives**
   - ✧ Correct: We have no openings. OR We do not have any openings.
   - ✧ Incorrect: We do not have no openings.

5. **Avoid generalizations**

   Avoid generalizations that imply all members of a group are alike.
   - ✧ Correct: Some managers do not support the well-being of employees in the company.
   - ✧ Incorrect: Managers do not support the well-being of employees in the company.

6. Do not define people by labels

Do not define people by labels. Instead, use Person-First Language. By mentioning the person first and the condition second, you are acknowledging that the person is more than just their disability.

- ✧ Correct: The patient with schizophrenia got upset during dinner.
- ✧ Incorrect: The schizophrenic patient got upset during dinner.

Work on Assignments
Part 2

Good academic writing should flow, which means it should be easy to read with ideas logically connected to one another. Adding flow to your writing will reduce the likelihood of confusion. To create flow in your assignments, use the following rules.

1. Sentence Variety

Create variety in your sentences by (1) varying the types of sentences you use, (2) varying the sentence length, and (3) varying the way a sentence begins.

Examples
- ✧ When he went to college, Vlade had good grades but was very unhappy.
- ✧ Vlade went to college, where he earned good grades but was very unhappy.
- ✧ Vlade went to college. His grades were good, but he was very unhappy.

2. Parallelism

Use parallel sentence construction. (Phrase similar ideas in similar ways.) To ensure parallelism, repeat articles and verb tenses with each item in a series.

Examples
- ✧ Speaking in public is sometimes harder than speaking on the phone.
- ✧ Donna Jo was asked to write, to answer phones, and to attend meetings.

3. Tying Ideas Together

Tie ideas together by using one or more of the following techniques:
- ✧ Use internal summaries to remind the reader of points you have already made.
  - ■ Example: Thus, we have outlined four possible solutions to the problem.
- ✧ Use pronouns to refer to nouns mentioned previously. Make sure the reference is clear.
  - ■ Example: The suggestion was very creative. It saved the company several thousand dollars.

- ✧ Repeat a key word or phrase.
  - ■ Example: Several employees participated in the health fair. Of the events the company sponsors during the year, the health fair is one of the most important.
- ✧ Insert transitional words or phrases such as therefore, however, or consequently that connect one idea to another.
  - ■ Example: I went to the store; however, I did not find the equipment I needed.