N299
Career Planning
Indiana University School of Informatics and Computing, Indianapolis
Fall 2014

Section No.: 28293  Credit Hours: 2
Time: Wednesday 10–11:50 am and 3–4:50 pm
Location: IT 357 (AM), IT 257 (PM), Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class: August 27, 2014
Website: https://iu.instructure.com/courses/1373131

Instructor: Stephanie Marshall, Bachelor of Science in Business Management
Office Hours: Wednesday, 8:30–10 am, Thursday 2 pm–4 pm, or by Appointment
Office: IT 491, Informatics & Communications Technology Complex
535 West Michigan Street, Indianapolis, IN 46202 [map]
Phone: 317-278-4143
Email: stechamb@iupui.edu
Website: http://soic.iupui.edu/careers/

COURSE DESCRIPTION
This course introduces students to the concepts of career planning and execution. The students will conduct research into planning their individual career pathways through research.

Principles of Undergraduate Learning (PUL):
Learning outcomes are assessed in the following areas:

1A. Core communication: written, oral and visual skills  Some emphasis
1B. Core communication: quantitative skills
1C. Core communication: information resources skills
2. Critical thinking  Moderate emphasis
3. Integration and application of knowledge  Major emphasis
4. Intellectual depth, breadth, and adaptiveness
5. Understanding society and culture
6. Values and ethics
Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon completion of this course, the student will</th>
<th>PUL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify personal skills, interests, values, and MBTI type and integrate that knowledge into their research of majors, careers, and companies for future employment</td>
<td>3</td>
<td>SVI Exercise MBTI Assessment</td>
</tr>
<tr>
<td>2. Know the correct content, formatting, and structure to use when preparing a resume</td>
<td>3, 1A</td>
<td>Creating a personal resume based on lecture content, examples, and feedback from the instructor</td>
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<tr>
<td>3. Write effective business correspondence</td>
<td>1A</td>
<td>Practice writing a cover letter (for a real position) and thank you letters for informational interviews, mock interviews, and job shadowing assignments</td>
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<tr>
<td>4. Develop interviewing skills</td>
<td>1A, 2, 3, 4</td>
<td>Complete a mock interview and written reflection of outcome(s) including quality of responses and methods to improve</td>
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<tr>
<td>5. Know the importance and value of networking through research and practice</td>
<td>2, 3, 4</td>
<td>Job shadowing assignment and reflection paper Professional organizations assignment Elevator pitch assignment and presentation to class Informational Interview</td>
</tr>
<tr>
<td>6. Identify potential career paths related to their major.</td>
<td>1A, 1C, 2, 3</td>
<td>Company research assignment Informational Interview Job shadow assignment and reflection Professional organizations assignment Mock interview assignment and reflection Career goals assignment</td>
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<tr>
<td>7. Complete the steps in the job search process</td>
<td>2, 3, 4</td>
<td>Development of personal portfolio with examples from all course assignments and research</td>
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</table>

Software used:
Canvas

Learner Supplies

Three-ring Binder for construction of a Professional Portfolio and sheet protectors to place in three-ring binder.
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:
A basic requirement of this course is that you will participate in all class meetings, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

Missing class reduces your grade through the following grade reduction policy: You are allowed three excused or unexcused absences. Each additional absence, unless excused, will result in a failing grade. Material covered in class will be taught intensively and each class will involve an increasing amount of interaction. Participation is required to be able to complete assignments, therefore, making attendance very important.

Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.
## WEEKLY CLASS SCHEDULE AND ASSIGNMENTS

### Week 1 – August 27th

**Welcome & Introduction**  
Self-Assessment - Skills, Interests & Values  
Myers Briggs Type Indicator Assessment (Assessment must be taken online to participate next week)

**Assignments:**  
- Directed Study Registration Form – Distributed and completed in class.  
  **Due Date: To be submitted to your instructor in class**  
- Skills, Interests, and Values (SIV) Exercise – Distributed in class. Make sure to complete all three exercise sections.  
  **Due Date: September 3rd**
- Online Myers Briggs Type Indicator (MBTI) Assessment: Visit [https://online.cpp.com](https://online.cpp.com) and take the MBTI assessment. Username: informatics, Password: careers01, User ID: (leave blank). Once completed an email will go to your instructor so a career report can be sent directly to you. Results will remain confidential and may be reviewed with the instructor for more depth into the MBTI.  
  **Due Date: Complete online by September 3rd**

**What’s due today:** DS Registration Form

### Week 2 – September 3rd

**Discussion:** Working in Teams – Myers Briggs Type Indicator Workshop w/ Brian Benedict  
**Homework:** No Homework this week  
Bring MBTI results to class

**What’s due today:**  
1. SIV Exercise  
2. MBTI Results

### Week 3 – September 10th

**Discussion:** Guest Speaker: Nicole Harper, PhD with St. Vincent Health  
Researching your major and potential Careers (inside/outside of Indiana)  
Researching Companies  
Defining Career Focus/Goal Setting

**Homework:**  
Upload your MOST RECENT resume here and bring a hard copy with you to class.  
**Due Date: September 17th**

Researching a Company Exercise – Research a company where you are interested in doing your Job shadow that could be a potential employer for you in the future.  
Write a 250 word (one page) description of what you found during your research about the company and why this company seems like a good fit for you and how you can make a contribution to their continued success.  
**Due Date: September 17th**

Researching Your Major/Career Exercise – Worksheet found under Week 3 Assignments. Complete three different / careers and submit under Assignments.  
**Due Date: September 10th**

**What’s due today:** Nothing is due today.
Week 4 – September 17th

**Discussion:** What’s your online presence? “Keep or Fire”
Resume review and exercise
Email Etiquette, Applications, Background Checks
Job Fairs

**Homework:**
Visit: [http://simplewa.sh/login](http://simplewa.sh/login) login using your Facebook or Twitter account and click “Start Washing.” Answer the corresponding Forum questions and respond to a classmate.

**Due Date: September 24th**

Create a LinkedIn account and establish connection with your instructor and a related organization relevant to your major.

**Due Date: September 24th**

What’s due today:
1. Researching a Company Exercise
2. Researching major/career worksheet
3. Most recent resume

Week 5 – September 24th

**Discussion: Guest Speaker: Katie Kaupke w/ Appirio**
Resumes continued… Preparing for Informational Interview and Job Shadowing, Job Search Practices, Job Search Checklist/Job Search Timeline

**Homework:**
Conduct a job search using any job search engine. Find two different positions (inside/outside of Indiana) that you would be interested in applying for after graduation.
For each position, list the position title; provide a hyperlink to view the job description, give one paragraph about why you found this position interesting. Provide a list of skills the employer is asking the candidates to have and what classes (at least 1) you can take that may help you become better prepared to potentially qualify for the job.

**Due Date: October 1st**

Informational Interview Forum

**Due Date: October 1st**

What’s due today:
1. Simple Wash Forum
2. LinkedIn profile

Week 6 – October 1st

**Discussion:** Networking, Preparing for an interview: Dressing for Success and the Elevator Speech
Researching Professional Organizations

**Homework:**
Identify and create Professional Organizations List (5 or more) that you can network within, on or off campus include URL and short description and a paragraph summary detailing why you want to establish a connection and how networking with these organizations can prove helpful.

**Due Date: September 24th**

1st Resume Draft and peer review

**Due Date: October 8th**

What’s due today:
1. Information Interview Forum
2. Job Search Assignment
**Week 7 – October 8**

**Discussion:** Informational Interview week Preparing for an interview: The Elevator Pitch

**Homework:**
Elevator “Pitch” Speech Forum - Elevator “Pitch” Speech Forum

1.) Watch the following CareerSpots videos on (http://soic.iupui.edu/careers/career-guide/): Your INFOmercials (CareerBytes), The Elevator Pitch (CareerSpots), Top 10 Interview Mistakes (CareerSpots) and lastly, via Youtube
3.) Use the attached worksheet: Elevator Speech Worksheet.pdf Preview the documentView in a new window to help you draft your Elevator Pitch and post it to the discussion board.
4.) Respond to at least two classmate giving them some helpful feedback and/or constructive criticism based on the suggested videos and article.

**Due Date: October 15**

**NOTE** you will present your elevator speech to the class October 22nd.
Remember this speech needs to be memorized and in-between 30-60 seconds.

**Work on Information Interview Reflection Paper Due Date: October 15**

What’s due today: 1. Professional Organization List Summary 2. 1st resume draft

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**Week 8 – October 15**

Preparing for an interview: Dressing for Success

**Homework:**
2nd Resume Draft and peer review
Make updates to your current resume from topics covered in previous class.
If you feel that you need additional assistance please schedule to meet with the instructor.

**Due Date: October 22**

What’s due today: 1. Informational Interview Reflection Paper 2. Elevator Pitch Forum

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**Week 9 – October 22**

Elevator Speeches – “Tell me about yourself.”
Give a 60 second pitch in front of the class that could be used if an employer were to ask,
Be prepared to answer 1 additional interview question from the “interviewer”.
Reference Page Content.
Cover Letter review

**Homework:**
Upload your final resume onto the Job Board, under students at: www.informaticsCareers.com and receive an “Accepted” status on your resume.
Write a Cover Letter based off of one of the positions you identified in week five. Submit a copy of the Word doc. Cover Letter along with a link to the job description that it is being written around.

**Due Date: October 29**
For this assignment, create a professional reference page with at least 3 professional and 2 personal references **Due Date: October 29th**

**What's due today:** 1. 2nd resume draft and peer review

### Week 10 – October 29th

**Discussion:** Preparing for an Interview – Phone and video Interviews, 2nd Interview, Letter Writing & Follow-Up

**Homework:**
Submit final Cover letter  
**Due Date: November 5th**

Job Shadow Research Forum - Research the Job Shadowing Company –  
Write a 250 word description of what you found during your research about the company.  
**Due Date: November 5th**

Create a Follow-up letter  
**Due Date: November 5th**

**What’s due today:** 1. Approved Resume via the Job Board  
2. Cover Letter Draft  
3. Professional References

### Week 11 – November 5th

**Guest Speaker:** Guest Speaker: Nicole Harper, PhD with St. Vincent Health  
Mock Interview Week - (instructor will provide instructions for this exercise)

**Homework:**
Mock Interview Reflection Paper – Write a 500 word reflection paper about your mock interview experience. Areas to include: What you learned from the experience, what you learned about yourself and what areas you need to improve.  
**Due Date: November 12th via Oncourse assignment tab**

**What’s Due Today:** 1. Job Shadow Research Forum  
2. Final Cover Letter  
3. Follow-up Letter

### Week 12 – November 12th

Review Behavioral Based Interviews

**Homework:**
For this assignment, click the link to watch a 4 minute Career Spots video about Behavioral Based Interviewing. Then complete the attached worksheet below using the STAR technique. Think about specific examples from your previous work experience, education, and/or community involvement that fall into the categories represented.  
**Due Date: November 19th**

**What’s due today:** 1. Link to completed Mock Interview  
2. Mock Interview Reflection Paper
Week 13 – November 19th
Job Shadowing & Company Tour Week (instructor will provide instructions for this exercise)

“Free Work Period” – All students should use this time to make up any assignments you haven’t submitted. There will be a penalty for late work. You can also use this time to get necessary feedback if your resume has not been accepted on the Job Board. This is the time to ask any questions or seek clarification on any topics or assignments. Use the rest of the time to work on your Mock Interview Reflection paper. Instructor will be available in office during the class time.

**Homework:**
Professional Portfolio **Due Date: December 3rd**

Job Shadowing Reflection Paper – Write a 500-750 word reflection paper about your job shadowing experience. Areas to include: What you learned from the experience, what you learned about yourself and the choices you have, and how this may affect your future decisions. **Due Date: December 3rd**

Job Shadowing Thank You Letter – Write a thank you letter to the company/persons you job shadowed with. Provide a copy to your instructor and mail or email the original to the company. **Due Date: December 3rd**

***NOTE*** Original thank you letter should be sent to the job shadowing company within 24-48 hours of the job shadowing experience.

**What’s due today:** Behavioral Based Interview Worksheet

Week 14 – November 26th
Thanksgiving Recess

Week 15 – December 3rd

**Discussion:** Job Shadowing Debrief, Negotiating Offers, Accepting/Declining/Rescinding Offers

**Homework:**
Putting it into Perspective Forum –

to see where you are at in the process of your personal career development. Reflect upon the content and provide a written report to the instructor (up to 500 word) to describe where you are and what you need to do between now and graduation to prepare yourself or to get on track for career success. **Due Date: December 10th**

**What’s due today:** 1. Job Shadow Reflection Paper
2. Thank you letter
3. Professional Portfolio

Week 16 – December 10th

**Guest Speaker Slot**
Course Wrap-up & Evaluation
New Career Management

**What’s due today:** 1. Putting it into Perspective Forum – Developing a Career Plan
### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
<td>Professional level work, showing highest level of achievement</td>
</tr>
<tr>
<td>A</td>
<td>93–96%</td>
<td>Extraordinarily high achievement, quality of work; shows command of the subject matter</td>
</tr>
<tr>
<td>A−</td>
<td>90–92%</td>
<td>Excellent and thorough knowledge of the subject matter</td>
</tr>
<tr>
<td>B+</td>
<td>87–89%</td>
<td>Above average understanding of material and quality of work</td>
</tr>
<tr>
<td>B</td>
<td>83–86%</td>
<td>Mastery and fulfillment of all course requirements; good, acceptable work</td>
</tr>
<tr>
<td>B−</td>
<td>80–82%</td>
<td>Satisfactory quality of work</td>
</tr>
<tr>
<td>C+</td>
<td>77–79%</td>
<td>Modestly acceptable performance and quality of work</td>
</tr>
<tr>
<td>C</td>
<td>73–76%</td>
<td>Minimally acceptable performance and quality of work</td>
</tr>
<tr>
<td>C−</td>
<td>70–72%</td>
<td>Unacceptable work (Core course must be repeated for credit)</td>
</tr>
<tr>
<td>D+</td>
<td>67–69%</td>
<td>Unacceptable work (Course must be repeated for credit)</td>
</tr>
<tr>
<td>D</td>
<td>63–66%</td>
<td>Unacceptable work</td>
</tr>
<tr>
<td>D−</td>
<td>60–62%</td>
<td>Unacceptable work</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C−.

### CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at [http://www.indiana.edu/~code/](http://www.indiana.edu/~code/). All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd). You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)
Academic Misconduct:

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   
a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   
b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   
c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   
d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   
e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   
f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   
g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   
h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   
a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. borrowing facts, statistics, or illustrative material; or
5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4. **Interference**: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. **Violation of Course Rules**: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. **Facilitating Academic Dishonesty**: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES**

1. **Right to revise**: The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

2. **IUPUI course policies**: A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

3. **Classroom civility**: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.

5. **Course Evaluation Policy:** Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at [https://soic.iupui.edu/app/course-eval/](https://soic.iupui.edu/app/course-eval/). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

6. **Communication:** The instructor should respond to emails within 48 hours, excluding weekends and holidays, and announce periods of extended absence in advance. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings.

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

8. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

9. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will
take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

10. **Emergency Preparedness:** Safety on campus is everyone’s responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. [http://protect.iu.edu/emergency](http://protect.iu.edu/emergency)

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

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

**MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**STATEMENT OF VALUES**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.