

NORTHWEST REGION

HANDBOOK & PLANNER

2007 - 2008



IVY TECH
COMMUNITY COLLEGE
NORTHWEST

Name _____

Address _____

College Email Address _____

Phone _____

My Advisor is _____

2007-2008 Northwest Region Handbook & Planner Cover

Cover Art: The front cover displays the graduating students who were nominated for Ivy Tech Community College Northwest's "Outstanding Student" for the 2006-2007 academic year. Each year, graduating students may apply for the "Outstanding Student" award, and one student is nominated from each of our four campuses in the region. The **2006-2007 winner** is: **Aleesha Thirkles** – Gary Campus (far left, enlarged). The remaining nominees included: **Brionna Williamson** – Michigan City Campus (top right); **Shannon Gollnick** – Valparaiso Campus (middle right); and **Dana Kelly** – East Chicago Campus (bottom right).
Cover photos were taken at Ivy Tech Northwest's Annual Graduation Banquet

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WELCOME TO IVY TECH COMMUNITY COLLEGE NORTHWEST

INTRODUCTION

WELCOME! You are a member of a community known as Ivy Tech Community College Northwest. The faculty and staff are here to help you achieve your educational goals. It is okay if you do not know what those goals are at this time, we will help you with that as well. Whether you are a new or returning student this handbook will serve as an important guide to you as you journey on your Pathway to Student Success.

ABOUT THIS HANDBOOK

This handbook is a guide for all students enrolled in classes at Ivy Tech Community College Northwest. The region is also referred to as Region 1. Region 1 is a part of the 14 region Ivy Tech Community College of Indiana system.

All students on this campus follow the guidelines, policies and procedures detailed in this book.

The handbook contains important college information as well as a calendar. Use the calendar to keep yourself organized and "on time!" Throughout the academic year, you will be notified via Campus Connect, your campus e-mail account, flyers and announcements about upcoming campus events. Please take the time to read this information in order to stay current and active in campus happenings.

The handbook is also intended to supply accurate information to you. Information was correct at the time of printing and is subject to change. Updated information will be available at www.nwi.ivytech.edu.

The College may revise any matter described in this publication at any time without publishing a revised version. Courses, programs, curriculum, and/or program requirements may be changed or discontinued at any time. This publication and its provisions are not in any way a contract between the student and Ivy Tech.



A BRIEF HISTORY OF IVY TECH COMMUNITY COLLEGE NORTHWEST

Indiana Vocational Technical College (IVTC) was founded by an act of the Indiana General Assembly on March 1963. The Indiana Vocational Technical College - Northwest was chartered by the State Board of Trustees and a seven member regional board of Trustees was appointed and began service on January 1, 1968. In September of 1968, IVTC-Northwest held its first classes.

The first administrative offices for the Region were located in East Chicago, in the law offices of the first Regional Board Chair, W. Henry Walker. Retired Air Force Colonel Ola P. Thorne was hired as the first Regional Director (the equivalent to today's Chancellor position).

In the fall of 1968, 32 students were enrolled, taught by 16 adjunct instructors. Classes were held at St. Anthony's Hospital in Michigan City, as well as Portage High School, Hammond Technical Vocational High School, and South Newton High School (Kentland).

In 1974, John J. Birdcell became the new Regional Director upon the retirement of Colonel Thorne. In 1975, construction began on the Trade and Technical Building (known as the "T" Building). The Ola P. Thorne building was opened for classes during the 1977 spring semester. For many years, the College would include in its facilities inventory modular classrooms until the 82,000 gross square feet Gary Main Building was completed in 1992. Donald P. Belec became the third leader of the region in 1978.

In 1982, the College established an instructional center at Hammond and in 1983

established its Valparaiso campus. Also in 1983, Mearle Donica moved from the Ivy Tech Foundation offices in Indianapolis to become the new Vice President/Dean for Region 1.

Expansion occurred at the Valparaiso campus in 1983 when the College leased a former racquetball facility and remodeled it to serve as the new home in that community. In 2006, further expansion occurred with the opening of the new 185,000 gross square feet building on 38 acres at Ivy Tech Drive.

The Region had the opportunity to acquire the former East Chicago Area Vocational School in 1990. At that time, the College vacated the leased space that it had occupied in Hammond.

Dr. Darnell Cole was appointed Chancellor of Ivy Tech Northwest in 1990 and served until 2001 when he left to become president of Milwaukee Area Technical College. He was replaced by current Chancellor J. Guadalupe Valtierra, JD, in April of 2002.

The Michigan City campus was created in 1999 to serve LaPorte County as well as to relieve over-crowding at the Valparaiso campus. The Michigan City campus is located in a leased facility that formerly served as a hospital.

On July 1, 1995, the name of the College was changed to Ivy Tech State College to reflect changes in the College's mission. The current name, Ivy Tech Community College of Indiana, was made effective by the Indiana General Assembly on July 1, 2005 to represent the Ivy Tech's new mission as Indiana's community college.

AROUND IVY TECH

1-888-IVY-LINE

EAST CHICAGO

DE LA GARZA CAMPUS

410 East Columbus Drive
East Chicago, IN 46312
(219) 392-3600

GARY CAMPUS

1440 East 35th Avenue
Gary, IN 46409
(219) 981-1111

MICHIGAN CITY CAMPUS

3714 Franklin
Michigan City, IN 46360
(219) 879-9137

VALPARAISO CAMPUS

3100 Ivy Tech Drive
Valparaiso, IN 46383
(219) 464-8514

VALLEY DRIVE CAMPUS

2401 Valley Drive
Valparaiso, IN 46383
(219) 464-8514

PORTAGE LEARNING CENTER

2610 Portage Mall
Portage, IN 46368
(219) 762-9603

Regional Website
www.nwi.ivytech.edu

State Website
www.ivytech.edu

Campus Connect
<http://cc.ivytech.edu>

CAMPUS CONNECT

Campus Connect is the college's portal. The portal allows students one-stop access to the online learning platform, Blackboard, access to registration information, payment options and academic calendars and much more. Additionally, Campus Connect has Student Life information such as clubs and organizations and free email for all students enrolled in at least one class.

To access Campus Connect, open an internet browser window and go to nwi.ivytech.edu. Click on Campus Connect on the right hand side of the page and choose the first time users link. If you have already completed the first time user information, log in with your user name and password to access important College information.

Academic Affairs- Assistant Deans:

<i>Campus</i>	<i>Name</i>
East Chicago	Mike Worosz
Gary	Louise Pollard
Michigan City	Jack Schoenfelder (interim)
Valparaiso	Sheila Johnson

Academic Affairs Regional Staff and Location:

<i>Title</i>	<i>Name</i>	<i>Office Location</i>
Dean of Academic Affairs:	Debbie Halik	Gary

Assistant Dean for Student
Success and Advising: Ken Rosenblum East Chicago

Assessment Center - Contact campus then ask for:

<i>Campus</i>	<i>Name</i>
East Chicago	Laura Grady
Gary	Wanda Keton
Michigan City	Gayle Simpson
Valparaiso	Janet Katich

Bookstore - Contact campus then ask for:

<i>Campus</i>	<i>Name</i>
East Chicago	Annette Wells
Gary	Donna Hayes
Michigan City	Christine Rehbein
Valparaiso	Renae Lumbardy

Campus Security - Dial "0"

Career Services - Regional Office:

<i>Title</i>	<i>Name</i>	<i>Office Location</i>
Director of Career Services:	Chandra Gary	Gary Campus (219) 981- 4438

Financial Aid - Contact campus then ask for:

<i>Campus</i>	<i>Name</i>
East Chicago	Debra McBride
Gary	Barb Jerzyk
Michigan City	Julie Brinson
Valparaiso	Tammy Runyon

Librarians - Contact Campus then ask for:

<i>Campus</i>	<i>Name</i>
Gary - Regional Librarian	Barbara Weaver
East Chicago	Laura Grady
Michigan City	Gayle Simpson
Valparaiso	Janet Katich

Registration - Contact campus then ask for registration

Student Affairs-Associate Deans:

<i>Campus</i>	<i>Name</i>
East Chicago	Keisha Wesley
Gary	Twilla Lewis
Michigan City	Tony Thomas
Valparaiso	Denise Mann

Student with Disabilities-Campus Contacts:

<i>Campus</i>	<i>Name</i>
East Chicago	Levone Rucker
Gary	Richard Taylor
Michigan City	Kim Bontekoe
Valparaiso	Denise Mann

Student Affairs Regional Staff and Location:

<i>Title</i>	<i>Name</i>	<i>Office Location</i>
Dean of Student Affairs:	Keith Howard	Gary Campus
Director of Student Life, Development & Leadership:	Jennifer Riggs	Gary Campus
Assistant Director of Diversity Affairs:	Iris Sanchez	East Chicago

MISSION STATEMENT FOR IVY TECH COMMUNITY COLLEGE

As a statewide, open-access, community college, Ivy Tech provides residents of Indiana with professional, technical, transfer, and lifelong education for successful careers, personal development, and citizenship. Through its affordable, quality educational programs and services, the College strengthens Indiana's economy and enhances its cultural development.

PURPOSES

Ivy Tech Community College strives to accomplish its mission placing strategic emphasis on --

- **Professional and technical education** to prepare students with the knowledge, comprehension, and skills to achieve their goals, meet the needs of Indiana's employers, and be contributing members of the Indiana economy.
- **General education** to develop students' understanding and appreciation of our society, of social, political, civic, and environmental responsibilities. These provide students with awareness and understanding of knowledge and facts, and abilities to make sound, ethical judgments, to pursue critical and reflective thinking, and to engage in creative applications.
- **Transfer education** to enable students to acquire knowledge and skills in general, technical, and professional areas and apply them to a baccalaureate degree at a four-year institution.
- **Developmental education** to prepare students with knowledge, skills, and competencies in language arts, mathematics, computing, and college life skills. Courses are designed to enable students to be successful in their postsecondary education studies as well as to function productively in society.
- **Student development and services** for recreational, social, wellness, and personal interest activities, involvement in community activities, and leadership activities. These also include career and academic counseling, advising, job placement, transfer services, tutoring, and accommodating students with unique needs.
- **Continuing education** for licensing renewal, re-certification requirements, and other employment-related interests or requirements. These opportunities may include courses for the General Equivalency Diploma, and courses, workshops, and seminars for personal interest, self-improvement, and enjoyment.
- **Workforce education and training** in credit, noncredit, and contract credit courses, certifications, custom designed courses, and consultative and evaluative services offered to businesses and industries to enable the State's employers to be effective, productive, and competitive globally.
- **Community service** that connects the resources of the College to the cultural, recreational, and civic aspects of our communities by making College resources available through volunteerism and community involvement.
- **Diversity** that reflects the communities we serve and their diverse needs. Diversity is sought in the student body, faculty, staff, and services, and in providing accessible, inclusive, and caring learning environments.
- **Continuous improvement** of all instruction and services offered to students, employers, and the community, including increasing compensation and numbers of full-time faculty, part-time faculty, and student support staff. Continuous improvement also encompasses seeking program accreditations, increasing gradua-

tion rates, upgrading libraries and instructional equipment, increasing use of technology in instructional and administrative activities, improving the condition and amount of space, and acquiring new types of space for student activities, continuing education, and community services.

PATHWAYS TO STUDENT SUCCESS

DEVELOPMENTAL ADVISING -

A→As→AS→aS→S

NON-DISCRIMINATION POLICY

The College provides open admission, degree credit programs, courses and community service offerings, and student support services for all persons, regardless of race, color, creed, national origin, religion, gender, sexual orientation, physical or mental ability, age, or veteran status. The College also provides opportunities to students for employment on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus Affirmative Action Officer, Executive Director of Human Resources, or Dean of Student Affairs. Ivy Tech Community College of Indiana is an accredited, equal opportunity/affirmative action institution.

REGIONAL ACCREDITATION POLICY

The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools accredits Ivy Tech Community College of Indiana. The Commission is located at 30 N. LaSalle Street, Chicago, IL 60602, (800) 621-7440.



Our goal at Ivy Tech is to provide you with the support you need to be successful in your life and in your career. To accomplish this, we utilize Valencia Community College's model of *developmental advising*, a term that refers to helping you navigate, understand, and implement the learning process. As defined by Valencia Community College, it is visually defined as: A→As→AS→aS→S. "A" stands for "Advisor or Faculty" member and "S" stands for "student." As you begin your educational journey, you may need extra assistance in knowing what to do. Over time, you will gain the necessary experience and skills to become self-sufficient in implementing your own career and educational goals.

PATHWAYS TO STUDENT SUCCESS MODEL

The Pathways to Student Success model is based on the **LifeMap model** developed by Valencia Community College. At its most basic level, it is a chart that tells you as a student what you should be doing based upon your credits earned, your educational, career, and life goals, so that you can achieve your dreams. LifeMap is more than a chart, but a way of thinking about student success. LifeMap includes tools for you such as this student handbook and web-technology, as well as tools for faculty and staff. It includes the development of educational plans, similar to those used by Sinclair Community College. The **Ivy Tech Pathways to Student Success model** is shown in **Appendix A** at the end of this handbook.

WHAT DO YOU WANT TO BE WHEN YOU "GROW UP"?

This question has been haunting most of us for most of our lives. Actually, the answer may have been clearer to you when you were younger. Ask the average kindergarten class and you'll get an array of definite answers: astronaut, basketball player, nurse, and teacher. As we get older, we learn that life is more complicated and the answers are not as clear.

While it may be "too hard" to think about your entire life goals at this time, it is important to have some general ideas about what you are shooting for since your decisions about a career and your education (i.e. college degree) should flow from your general goals for life.

For example, in an eighth-grade class in which the students were learning about career opportunities; a 14-year-old girl raised her career aspirations from dental assistant to orthodontist after she realized that doing so would help her afford the designer-label clothing, big house and college education she wants for herself and her future children. Let's hope she also realizes that it will mean at least five more years of higher education including medical school, and substantial costs in setting up her business!

Most people want two things from life: success and satisfaction. Each of us defines these words in our own way. Defining these concepts is complex and very personal. To get you started, we've included a simple checklist for you to answer to give you an idea of your life goals. After the checklist, we've included some general guidelines to consider based on your answers.

LIFE GOALS ASSESSMENT- WHAT DO YOU WANT TO ACHIEVE?

(In some categories, more than one response may apply.)

FINANCIALLY (SOCIOECONOMIC STATUS)

- Upper Middle Class to Wealthy (live in the best part of town, buy whatever I want, whenever I want)
- Middle Class (live in a nice house, pay all bills and save money for future, send children to college, travel)
- Working Class (live in a decent house, pay all bills)

RELATIONSHIPS

- A satisfying and fulfilling marriage
- Remain unmarried
- Have children
- Maintain good family relationships (parents, siblings, etc.)
- The love and admiration of many friends
- A few good friends

SPIRITUALITY/ SOCIAL CONSCIOUSNESS

- Be an active member of my church
- Have a personal definition of the meaning of life
- Practice a satisfying religious faith
- Religion/spirituality is not important to me
- Make a personal contribution to society (outside of my job)
- Serve as a community/national/international leader

PERSONAL

- Good health
- A very attractive appearance
- A very youthful appearance
- Freedom to do what I want
- Complete self-confidence

WORK

- A challenging and ambitious career
- A job where I can leave responsibilities behind when I leave work

- National or international fame
- Freedom within my work setting
- Work in an office setting
- Work in a variety of physical locations, some out-of-doors
- Flexible work hours
- A stable job where continued employment is not at risk
- An entrepreneurial job where I can create my own future

EDUCATION

- A degree I can complete in two years
- A degree I can complete in four years
- A degree that requires graduate study
- A degree that requires high levels of math and science
- A degree that requires high levels of reading and writing

INTERPRETING YOUR RESPONSES

Financially: In general, higher paying jobs require more education, more risk, and/or more dedication to work. High-paying "stable" jobs usually require graduate school and job commitment that continues after work hours and on weekends. Similarly, the business entrepreneur who makes "big bucks" typically took a lot of risk on his/her own and spent a lot of time and energy to start and build his/her business.

Relationships: The balance of work and family commitments is the major issue for modern day adults. Magazines and self-help books abound on "how to have it all." The truth is that each of us has only 24 hours a day and we have to make choices on how to allocate our time. People who choose to stay single or not to have children generally have more time to devote to career, work, or leisure activities. Family commitments to parents and others are also important to consider when thinking about job commitment and your geographical flexibility.

Spirituality/Social Consciousness: These values also involve the amount of time and

personal energy that you want to have to devote to them. Your commitment to a particular community, a kind of community, and social ties may also determine your flexibility in moving to other parts of the state or the country.

Personal: Your commitment to personal health is both a time commitment and a willingness to sacrifice health or physical fitness for other priorities in life. Your emphasis on personal attractiveness may be related to your career or work interests.

Work: Beyond the specific skills and interests needed for different careers, jobs vary as to the work setting, responsibilities that continue after the "work day," geographical flexibility required, amount of risk or change in the profession, and amount of freedom associated with work hours or where the work is done. This will be explored more in Career Goals.

Based on your responses to the checklist and the interpretation provided, describe your Life Goal in each of the areas below. Keep this as a reference as your ideas may change. Revisions are always "allowed."

As of _____, my life goals are:

- Financial _____
- _____
- Relationships _____
- _____
- Personal _____
- _____
- Work _____
- _____
- Education _____
- _____

Developed by J. Romano, Valencia Community College, 1999

This summary can assist you as you explore the next section: **Career Goals**. It may be helpful to discuss your ideas with a faculty member during office hours or anyone else who can help you explore your priorities.

CAREER GOALS

Ivy Tech is committed to helping students become life-long learners and to be successful in their chosen profession. The college integrates opportunities and services into the academic curriculum that guide students to a better understanding of the professional world, and also provides a better understanding of their own skills, abilities and talents. College departments work together to provide a holistic learning environment.

One of the most important things you can do as a student is to create a career and academic plan that will guide you toward degree completion, university transfer and workforce transition. The next several pages of information will set the groundwork for your college education and your future career. Admissions, faculty, and career advisors are available to help you with this process. These professionals will be helpful in referring you to additional college services that can assist you in exploring other educational or career paths. They can also guide you to appropriate college resources to eliminate interference with your education such as test anxiety, career indecision and degree uncertainty. To begin your journey into career exploration, ask yourself some questions such as:

- What am I doing in the "real world" outside of my classes?
- What are my fields of interests?
- What skills will I need?
- How is college relevant to my interests?
- Where do I get more information?

THREE IMPORTANT QUESTIONS TO ASK...

Who am I?

(Career Assessments)

- Activities you like/would like
- Personal characteristics
- Temperament
- Skills
- Values
- Outstanding accomplishments

Where am I going?

(Research and Goal Setting)

- Examine career options
- Research
- Education/degree requirements
- Labor market projections
- Salary trends
- Advancement potential
- Select a major
- Set career & personal goals

How do I get there?

(Career Action Plan)

- Identify real and perceived obstacles
- Formulate strategies to overcome obstacles
- Determine skills you need to develop
- Refine your professional image
- Select and apply to 4-year college/university (AA degree)(AS degree)(AAS)
- Target employment opportunities
- Market yourself
- Resume & cover letter
- Networking

CAREER SERVICES AT IVY TECH

You can also explore the world of work by visiting Ivy Tech Career Services. The main office is located at our Gary campus in the T Building: 219-981-4438. You can also contact your campus Student Affairs office for further guidance.

CAREER SERVICES CAN HELP YOU:

Learn About Yourself

Identify career interests through assessments that relate your personality, interests, skills and values to various career fields. Such assessments include:

- Self-Directed Search
- DISCOVER

Learn About Career Fields

Explore the world of work through a wealth of online and hard-copy resources:

- Occupational Outlook Handbook - online
- Career Publications
- Career web sites such as www.learnmoreindiana.org

Develop a Plan of Action

Based on your assessments and new knowledge of career options, you can begin to develop a career plan. Understanding your decision-making process will assist you. You can then select an area of study that will lead to your initial career decision.

Research Your Major, Which Includes:

- Understanding career options related to your major
- Identifying colleges that offer your major and the courses required for transfer into that major
- Talking with faculty with experience in your career or major
- Conducting a career interview with people who are working in your career field; find out their career preparation and path
- Exploring options for internships, part-time or volunteer work to gain experience in your career and major
- Learning about professional associations

that can enhance your career preparation

- Develop an educational plan

Commit to and Implement Your Career

As you become more confident in your career and educational plan, you can continue to evaluate your options and make adjustments as needed. As you move toward completing your degree at Ivy Tech, you will want to explore:

1. **Transition to Employment.** The Career Services staff can help you with your job search in the following ways:

- Preparing a resume and cover letter
- Practice interviewing techniques/mock interviews
- Resume referrals to employers

Extending invitations to meet employers visiting campus.

2. **Transition to a 4-year College or University.** Career Services has information on Indiana colleges and universities, and resources for out-of-state colleges and universities. The office also hosts several colleges that visit campus to talk to upcoming graduates.

3. **Transition to Graduate School.** Career Services has information about graduate, law, medical, dental, pharmacy, physical therapy and other professional schools. Most Ivy Tech students are going to college to begin or to enhance their careers. The Career Services Office works with students and alumni to facilitate their career development.

Search For a Job

Students and alumni (registered with the Career Services Office) may view and apply for employment opportunities by visiting <http://www.gary.ivytech.edu> and clicking on "JobZone." Employers who register with the Career Services Office are provided names of registered, qualified candidates without regard to gender, race, age, national origin or disability. See the Career Services Office for additional information.

Interesting and Helpful Internet Sites

Career Exploration:

- Learn More Resource Center (www.learnmoreindiana.org)
- Bureau of Labor Statistics (www.bls.gov/oco/)
- America's Career Infonet (www.acinet.org)

Personality Type/Temperament:

- www.keirsey.com
- www.personalitypathways.com

STUDENT LIFE - CAMPUS/ COMMUNITY INVOLVEMENT

Campus involvement is a great way to make the most of your college experience. You can increase your career and educational opportunities by participating in campus activities and organizations. You can make friends and establish useful networks. You can learn about your strengths and improve your skills where needed. All of these opportunities are available through active involvement

on campus. You can learn more about getting involved on campus through the Office of Student Life, Development & Leadership. Each campus in the Northwest region offers the opportunity to get involved in Student Government, campus clubs and activities, and giving back to our communities. So now is the time to take an important step to enhancing your future by getting involved at Ivy Tech.

How can I develop leadership and organizational skills that I will need for any career?

One of the benefits of campus and community involvement is to practice skills needed to have a successful life and career. Some options for participating are:

- Student Government Association
- Campus clubs/organizations
- Student Leadership Academy
- Volunteer activities

Director of Student Life, Development and Leadership
Jennifer E. Riggs (219) 981-1111 ext. 2397



ORGANIZATIONS AND ACTIVITIES

The College recognizes the educational, recreational, and social values of student organizations and extracurricular activities that complement the institution's academic programs. Students are encouraged to participate in any or all phases of the student activities program as long as participation does not interfere with studies. All student organizations operate under the policies and guidelines set for the College by the State Board of Trustees. Approval by the student government and the administration is required of all student organizations seeking to make use of the College facilities and student activities funds. All approved organizations must be open for membership to all eligible candidates and must make available to the student government all records of officers, membership, and financial transactions.

Hobby, social, or interest clubs may be organized and must be chartered by the student government organization. Clubs must have an elected president and vice president. All clubs will have a faculty advisor. The Student Government will determine if sufficient interest exists to form or to continue a club. The following is a list of all recognized clubs.

Student Government

The student government (SGA) is the representative governing body of the students. The SGA seeks to foster a spirit of cooperation between administration, faculty, staff, and students to increase the spirit and reputation of our college. SGA membership consists of representatives from each student club or organization, as established in the by-laws. Membership, meetings and activities are open to all active students and representatives from all program areas. All established student clubs and organizations must participate in SGA meetings and sponsored events in order to request funding from the SGA for club-sponsored activities.

The Student Government was established by students to encourage participation in student government and to promote College spirit and recognition. The Student Government exercises the authority, unless otherwise delegated, to legislate on student matters, subject to the approval of appropriate College administrative offices.

Each of the four campuses has an active Student Government Association. To learn more about SGA, or how you can become more involved, please contact your campus SGA Advisor:

East Chicago	sgaec@nwi.ivytech.edu
Levone Rucker	(219) 392-3600 ext. 230
Gary	sgagary@nwi.ivytech.edu
Charlotte Malone-Williams	(219) 981-1111 ext. 2216
Veronica Leon	ext. 2238
Michigan City	sgamc@nwi.ivytech.edu
Sue Layhew	(219) 879-9137 ext. 234
Valparaiso	sgavalpo@nwi.ivytech.edu
Denise Mann	(219) 464-8514 ext. 242

Student Leadership Academy (SLA) - Region-wide

The Student Leadership Academy was developed at Ivy Tech to provide leadership opportunities for students. Its purpose is to help students further develop: individual, team, organizational and community leadership skills. Students are prepared to assume leadership roles in other student organizations, as well as for leadership roles in their future careers. Regular meetings are held at each campus within the region, which include a variety of worthwhile speakers and discussion topics. A statewide Capstone Conference is held at the end of the spring semester, with attendees from campuses all over the state. Additionally, the organization selects a community service project to participate in each year. Membership is open to students at all four Ivy Tech campuses.

To learn more about becoming a SLA member, please contact one of the following advisors:

Jennifer Riggs (219) 981-1111 ext. 2397
Tony Thomas (219) 879-9137 ext. 242

Phi Theta Kappa (PTK) - Region-wide

Phi Theta Kappa (PTK) is an international honor society whose members academically rank among the top two percent of students at two-year colleges. The mission of the organization is: to recognize and encourage the academic achievement of two-year college students; and to provide opportunities for individual growth and development through participation in honors, leadership, service and fellowship programs. Membership benefits include: scholarship eligibility; leadership programs; international convention attendance; service opportunities; academic team competitions; letters of recommendation for prospective colleges and employers; and distinguished alumni recognition. Membership is open to students at all four Ivy Tech campuses who meet eligibility requirements.

To be eligible for PTK membership, you must:

- Have completed at least 12 credit hours toward an associate's degree
- Have achieved a 3.5 grade point average on a 4.0 scale
- Be a US Citizen
- Pay a 1-time International Membership fee, and a 1-time Regional Membership fee

To learn more about becoming a PTK member, please contact the following advisors:

East Chicago

Lisa Feuerbach (219) 392-3600 ext. 244
John Remar ext. 225

Gary

Ethel Harvey (219) 981-1111 ext. 2325
Genetha Hollingsworth ext. 2210

Michigan City

Dale Downs (219) 879-9137 ext. 264
Danita Harris ext. 228

Valparaiso

Bruce Brackney (219) 464-8514 ext. 3016

Kappa Beta Delta (KBD) - Region-wide

Kappa Beta Delta is an international honor society specifically for business majors. Membership is open to students at all four Ivy Tech campuses. The purpose of the Society is to encourage and recognize scholarship and accomplishment among students of business, computers, management and administration who are pursuing associate degrees. Membership is open to students at all four Ivy Tech campuses in Region 1 who meet eligibility requirements.

To learn more about becoming a KBD member, please contact the following advisors:

East Chicago

Joe Joniec (219) 392-3600 ext. 224

Gary

Trina Jackson (219) 981-1111 ext. 2389
Al Fabian ext. 4429

Michigan City

Jack Schoenfelder (219) 879-9137 ext. 254

Valparaiso

Chris Kanolis (219) 464-8514 ext. 3066

Business Club - Gary and Michigan City campuses

The purpose of the Business Club is to help students develop leadership skills; achieve better insight into the fields of marketing and management, office administration, and computers; and to help students become involved in their communities. The Business Clubs are open to all business majors. If you are interested in learning more, please contact the following advisors:

Gary

Al Fabian (219) 981-1111 ext. 4429
Trina Jackson ext. 2389

Michigan City

Jack Schoenfelder (219) 879-9137 ext. 254

Computer Club - East Chicago, Gary, and Valparaiso campuses

The purpose of the Computer Club is to enhance the development of students in Information Technology. The Computer Club is open to all Ivy Tech students. To learn more about becoming a member of the Computer Club, please contact the following advisors:

East Chicago

John Remar (219) 392-3600 ext. 225

Gary

Darrell Riddell (219) 981-1111 ext. 2212

Valparaiso

Gina Rue (219) 464-8514 ext. 3035

Culinary Arts Club - Gary campus

The Culinary Arts Club is open to students who share a common interest in the culinary arts. Participants develop a better understanding of cooking as a profession. The club develops and expands student interest in culinary arts through social interaction and camaraderie, in addition to traditional educational study. The purpose of the Culinary Arts Club is to build and sustain working relationships with the community, in an effort to present the skills and opportunities available in the field of culinary arts. Members volunteer their time and expertise in an attempt to restore all they have gathered from the community, through resources and the people within them.

To learn more about becoming a member of the Culinary Arts Club, please contact the following advisor:

Dennis Ross (219) 981-1111 ext. 2314

Nursing Clubs - Gary and Valparaiso campuses

The purpose of the Nursing Clubs is to foster

an ongoing commitment to the betterment of the profession through: Education, Resource Development & Career Development/Special Events.

To learn more about becoming a member of the Nursing Clubs, please contact the following advisors:

Gary

Associate of Science in
Nursing Student Organization
Gail Smith-Estes (219) 981-1111 ext. 2340

Practical Nursing Club
Saundra Horne (219) 981-1111 ext. 2289

Valparaiso
Student Nurses Club
(ASN & Practical Nursing)
Barb Innman (219) 464-8514 ext. 264

Respiratory Care Practitioner Club (RCPC) - Michigan City campus

The purpose of the Respiratory Care Practitioner Club is to foster an ongoing commitment to the betterment of Respiratory Care delivery services through: Education, Resource Development & Career Development/Special Events. The Respiratory Care Practitioner Club shall provide an open forum for discussion of issues in the Respiratory occupations area, thus providing the basis for cooperation and understanding in the Respiratory Care Practitioners Club and other areas of concern. Membership and voting rights in the Respiratory Care Practitioner's Club shall be limited to students who are currently in the Respiratory Program. To learn more about becoming a member of the Respiratory Care Practitioners Club, please contact the following advisor:

Danita Harris (219) 879-9137 ext. 228

Medical Assistant Club - Michigan City campus

The purpose of the MAC is to promote an

awareness of the role of the Medical Assistant as an exciting and integral part of the health care team, to insure that the graduates of this intense, but fulfilling program so richly deserve. The MAC fosters an ongoing commitment to the advancement of health care delivery service through: 1) educational enhancement, 2) resource development, 3) career seminars, and other special events.

The above is accomplished by providing an open forum for discussion of pertinent issues in the area of health care, thus providing the basis for cooperation and understanding between the MAC and other organizations in and around Ivy Tech. For more information, please contact the following advisor.

Viki Pavlakovic (219) 879-9137 ext. 230

Surgical Technologist Club (STC) - Michigan City campus

The purpose of the STC is to promote awareness of the important role the Surgical Technologist plays as a part of the health care team in the operating room, and to provide recognition to graduates of this intensive and rewarding program. This club is committed to the advancement of aseptic technique and patient care through educational enhancement, resource development, career seminars and other special events. For further information on the Surgical Technologist Club, please contact the following advisor:

Marsha Eriks (219) 879-9137 ext. 226

Anatomy and Physiology Club - Michigan City Campus

The purpose of the A and P Club is to provide students with an opportunity to study anatomy & physiology. The club institutes programs that contribute to the intellectual and social growth of students. Membership is open to all registered students at the Michigan City campus who have an interest

in anatomy and physiology. For further information on the A & P Club, please contact the following advisor:

Dr. David Merrill (219) 879-9137 ext. 246

Health Occupations Pre-Professionals Club (HOPP) - East Chicago Campus

The purpose of the HOPP Club is to provide health students with moral support, an opportunity to find and share new information pertaining to their fields of study, and to find projects that will promote health issues and support science programs at Ivy Tech. This club is open to any student who is interested in joining, but is focused on student health programs. To learn more about joining HOPP, please contact the following advisor:

Dr. Laura Rosillo (219) 392-3600 ext. 228

Mortuary Science Club - East Chicago campus

The Mortuary Science Club is comprised of students enrolled in Ivy Tech's Mortuary Science program. The purpose of the club is to promote funeral service awareness and public relations in the field of Mortuary Science. For more information on the Mortuary Science Club, please contact the following advisor:

Rick Soria (219) 392-3600 ext. 284



Early Childhood Development Club - Gary campus

This is a new club for Early Childhood Development majors. The purpose of the ECDC is promote Early Childhood Education and to provide a system of networking for Early Childhood Education students. ECDC wishes to help its members further develop individual, team, organizational and community leadership skills, while providing relevant extra-curricular activities for ECE students. For more information, please contact the following advisors:

Shari Wheeler (219) 981-1111 ext. 2338
Sue Davies ext. 2336

De La Garza Film Guild - East Chicago campus

Take mid-day break and escape to the movies! The De La Garza Film Guild at our East Chicago Campus is dedicated to the promotion, appreciation and awareness of cinema in the Northwest region. The Guild sponsors workshops & discussions, and hosts bi-weekly film screenings and field trips to local cinemas, where you can enjoy first-run features. To learn more about the Film Guild, please contact the following advisor:

Jared Riddle (219) 392-3600 ext. 227

Ivy Tech Automotive Technology Club - East Chicago campus

The Ivy Tech Auto Club is open to students with a major or minor in Automotive at Ivy Tech. The club conducts seminars and workshops related to automotive technology that promote student learning and community involvement. To learn more about the Auto Club, please contact the following advisor:

Jim Murrell (219) 392-3600 ext. 231

Physical Therapy Assistant Club - Gary campus

The PTA Club is open to all interested full-time Physical Therapy Assistant students,

even if they have not yet been admitted to the PTA program. The purpose of this club is to help students achieve better insight into the field, while developing student leadership and participation on campus and in the community. To learn more about the PTA Club, please contact the following advisor:

Dr. James Dye (219) 981-1111 ext. 4430

SOCIAL ACTIVITIES

All group activities of the College must be approved and sponsored by the student government and the administration. Classes, clubs, and other groups are encouraged to plan and conduct social activities for their members. The Student Government will organize and conduct campus-wide social activities and gatherings.

STUDENT ACTIVITY FUNDS

The financial support for student activities is derived from student activity fees, established by the State Board of Trustees. The charge is refundable in accordance with the refund schedule for credit courses. No alcoholic beverages may be purchased with student activity funds.

USE OF COLLEGE EQUIPMENT AND VEHICLES

Students involved in recognized organizations or conducting official college business may use college equipment (computer labs, classrooms, overhead projectors) where appropriate and it does not interfere with usual college classroom activities. Students may also ride in college vehicles driven by approved college employees. The chief administrative officer must grant prior approval in instances of using college vehicles for out-of-state travel. The use of common carrier for transportation of students to events is encouraged when appropriate. The use of personal vehicles for travel to activities outside the student's region is permitted if approved by the chief administrative officer.

BECOMING A SUCCESSFUL STUDENT

Success is a choice, your choice. To get what you want, it helps to know what you want and know how to go about it. Ivy Tech's Student Seminar course will help you to chart a course for your success in college and beyond. Everyone has untapped potential. Becoming a master student is a lifelong process. The final destination is up to you! The direction you'll take is geared toward learning and growth. The purpose of these courses is to provide you an opportunity to cultivate the skills, values and attitudes necessary to become a confident, capable student; to improve academic skills; to choose academic and career goals; and enjoy your college experience. The academic, personal management and teamwork skills outlined below are critical to the development of the master student while in college and in professional life.

SKILLS FOR SUCCESS

Academic Skills

Think: Think critically, creatively, and logically; solve problems and use the results; use technology; access information and apply data gathered.

Value: Priority planning; being self-responsible for your time; practicing integrity.

Communicate: Listen to, understand and learn; read, comprehend and use written materials, including graphs, charts and displays; write effectively.

Act: Set goals and priorities in work and personal life; initiate and persist to get the job done.

Personal Management Skills

Positive attitudes and behaviors: Self-esteem and confidence; a positive attitude toward learning, growth and personal health.

Responsibility: Plan and manage time, money and other resources to achieve goals.

Adaptability: A positive attitude toward change; the ability to identify and suggest new ideas to get the job done - creatively.

Teamwork Skills

Work with others: Understand and work within the culture of the group; plan and

make decisions with others and support the outcomes; lead when appropriate, mobilizing the group for high performance.

OTHER KEYS TO YOUR SUCCESS AT IVY TECH COMMUNITY COLLEGE NORTHWEST

Success strategies are important and can be personalized to fit your individual needs. These are success skills that are useful now, in future education, and in the work world.

Some strategies to help you become a successful Ivy Tech student are:

Time management: You have 168 hours in a week. How well you use them can determine how successful you really are.

Goal planning and evaluation: To be successful you should understand where you are and where you want to be.

Listen and process information: You must be able to listen and take in a lot of information. You must also be able to decide what information is important to your success and filter out the rest.

Communicate your needs: You must be able to communicate effectively in writing and in speaking with individuals and groups.

Take action and responsibility: Make educated decisions for yourself realizing that

these decisions can affect others. Understand your core values and how they relate to the values of your community.

Other key traits of successful students:

- Inquisitive, Responsible, Self-aware
- Able to focus attention, Well (mentally & physically), Energetic
- Flexible, Willing to risk, Involved
- Creative, Self-directed, Intuitive

Your journey to success started long before you came to Ivy Tech. Now is the time to polish your skills and gain as much knowledge as possible. Your journey will take you to your goals and beyond!

SUCCESS TIPS FROM IVY TECH FACULTY

Let's face it - Faculty were once successful students - that's how they were able to complete college and graduate school. Here are some TIPS from Ivy Tech faculty who know what it takes to make it!

1. Read and understand the course syllabus. It will tell you what the professor expects, what his/her priorities are for your learning, and what/when assignments are due.

2. Build a "master calendar." Be sure to include all your work and school obligations that you have scheduled, including blocks of time for studying and research/writing. This will help you see in advance and plan for two tests on one day, for example. It will help you to be proactive rather than reactive in approaching your academic assignments.

3. Don't skip class EVER! (Unless you are really sick or have a real emergency). Attendance does count, even if the professor doesn't take roll. Look at it this way: when you buy a car, you'd be upset if it came with a tire or radio missing. You have paid for your college education. Don't rob yourself by missing classes.

4. Do all readings and assignments on schedule. Falling behind is self-perpetuating, and coming to class unprepared makes you less able to understand the new material and ask useful questions.

5. Sit up front. The more you "dislike" a subject or feel insecure about your abilities in it, the more important this is.

6. Talk to your professor. Use before/after class times and office hours to touch base for guidance with assignments, discuss any difficulties you are having, or talk about your career and educational goals.

7. Ask about/investigate student support services. Tutoring, computer labs, writing and language labs, advising and counseling services, library resources, and career services are all available free of charge, use them early and often to strengthen your work.

8. Don't drop a course without first talking to your professor and/or an advisor. There may be solutions to your difficulties that you do not see on your own. Furthermore, there may be consequences to dropping a course that you don't know.

9. Set measurable academic and personal goals each semester. A major difference between students who do well and those who don't is that students who succeed have clearly defined goals.

10. Accept personal responsibility for your academic progress. Successful students tend to be realistic and recognize that their success or failure is primarily determined by their efforts. Students who are not successful often blame outside forces (professors, work, family) for their lack of progress.

11. Get to know your classmates. Make friends with one or two fellow students with whom you enjoy working. Exchange phone numbers and consider studying together. If you miss class, call them and find out what you have missed.

12. Study your notes and review highlights from text frequently, rather than waiting until the day before a test.

TIME MANAGEMENT

Whether you are President of the United States or unemployed, you have at your disposal 24 hours per day, seven days each week. You cannot buy an extra minute, hour or day. People who "get things done" have no more time to do things than people who don't "get things done."

You manage your time now. Whether or not you manage it effectively- only you can decide. The chart below will provide you with information to assess how well you manage your time.

To effectively manage your time, you must set priorities. In other words, you must decide which of your projects is most impor-

tant. A good way to begin prioritizing what you need to accomplish is to make a list of the items. Then give a letter value to each of the items, using the following scale:

- "A" = items that have high priority,
- "B" = items that have medium priority,
- "C" = items that have low priority.

It is important that you spend as much time as possible on "A" priority items. When you spend your time on "A" items, you are doing the most important task at hand. If time permits, you can then proceed to "B" and "C" priority items. However, to most effectively use your time, you need to complete "A" items before moving into the other two categories. On your list, exclude routine items and include important items - what you need to accomplish that might not be accomplished without special attention.

Your "TO DO" LIST for the week

- Instructions:
1. Make a list of the items you need to accomplish this week.
 2. After making the list, give each item a priority rating of A, B, or C.
 3. Indicate the date when you complete an item.

Priority	Item I Need To Do	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If all items are arranged in order of value, 80% of the value would come from only 20% of the items, while the remaining 20% of the value would come from 80% of the items. In other words, if you have a list of items to do, odds are that 20% of the items will provide you with 80% (most) of the value. Obviously you should concentrate your effort on the items that will produce the most value (benefit).

- Some examples of this rule are:
- 80% of TV time is spent on 20% of programs most popular with the family.
 - 80% of reading time is spent on 20% of the pages in the newspaper.
 - 80% of eating out is done at 20% of favorite restaurants.
- (Lakein, 1973)

Listed below are some other ways that you may be able to manage your time more effectively.

Using travel time: When you are in your car, on a bus or in an airplane, use the time to plan a big project. You may want to spend your drive to work or school thinking about your "To Do" list for the day.

Handle items at once: Most matters can be dealt with as they arise. Don't reshuffle paper needlessly. You've heard this before, "Don't put off until tomorrow, what you can do today."

Accomplish it in one session: To accomplish a major item (or even small ones), assemble your material so you can attack the project in one session. This saves time in reassembling your thoughts and materials.

Make decisions: You may be afraid to make a decision if you fear that your decision may be wrong. If you make an early decision, you have time to review reactions to the decision.

Then, if the decision was wrong you have time to make necessary changes.

Tackle big problems: Don't put off important projects because they seem too big to handle. Break the big project into several smaller ones.

Beware of meetings. Call a meeting only when you need one. Avoid regularly scheduled meetings that are routine rather than necessary. If a meeting needs to be held, it should start on time and end at a predetermined time.

Structure a daily "To Do" list. There are many ways to develop a list of items you need to do. Establish a priority system (such as ABC, * highlights) that works for you. Keep your list in the calendar in this book, on index cards, legal pads, in a notebook, on your calendar, on electronic file - whatever keeps it handy for you to see and use. Develop a "To Do" list that includes items important to you.

STUDYING EFFECTIVELY

STUDY TIPS

1. Avoid persistent loud noise.
2. Avoid environments that are too hot or too cold.
3. Don't try to do two or more things at once.
4. Arrange your work space so that your eyes aren't drawn to other jobs that need to be done.
5. Don't put unreasonable demands on your attention span.
6. Be aware that emotional distress reduces your ability to concentrate.
7. Understand that drugs (alcohol, caffeine, nicotine, sleeping or diet pills) alter your ability to concentrate.
8. Be aware that lack of sleep is a major reason for poor concentration.
9. Be aware of your most productive time of the day and plan to do the "high energy" tasks at that time.
10. Review your learning style.



HOW TO STUDY FOR A TEST

No matter which method or methods you choose for studying, you will constantly be in trouble if you don't allow adequate study time prior to the test. Cramming will sometimes save you from failing, but research shows the amount you remember after the test will be slim. The best method is to study material for tests on a weekly basis throughout the entire semester, then, the final review before the test involves only relearning or refreshing your memory, not learning for the first time.

There are two basic kinds of tests, objective and essay.

Objective Tests include the following types of items: multiple choice, true-false, and fill in the blank. On these types of questions you are asked only the answer and you are either right or wrong. You can't get partial credit and creative thinking doesn't count. Many students dislike objective tests because they cannot explain their thinking and evidence their preparation. Teachers, however, prefer objective tests because they are easier to grade. Instructors find it time consuming to read large amounts of student writing.

Tips on Multiple Choice Items

1. Carefully read the directions to this part of exam. It will usually say "choose the best answer" and this may mean that there is more than one right answer, but only one is the best answer.
2. Read all choices before you choose your answer.
3. If you are not sure of an answer, leave the item blank and go on to the next item. When you have gone through all the items, you can return to the ones you skipped.

True-False Items

1. Remember that any part of the statement that is false makes the whole statement false.
2. Whenever the words "All, always or never" appear in a true-false item, the item is usually false.
3. Always read the directions or ask the instructor to see if there is a penalty for guessing, that is whether you lose more credit if you get items wrong as opposed to leaving them blank. If there is no penalty, then be sure to guess on all items.

Fill in the Blanks

1. Be sure to read the entire statement as a whole. Sometimes this will give you a clue to what should be in the space.
2. As with all short answer type questions, read through all of the items of the test, other items may refresh your memory on questions you don't know or give you additional help on answers.

Essay Type Exams

This type of exam gives you the chance to explain an answer and more fully show in your own words, what you know about a topic. For the instructor, correcting these tests takes a lot of time, so unless classes are small, instructors keep away from this type of test or may only include a couple of short essay questions in connection with short answer items. Some hints for taking this type of test:

1. Carefully read the essay question and be sure you know what information is required.
2. After you know what information is called for, in the margin or on a scrap of paper put down any key ideas that relate to the topic.

3. Decide how you will organize your answer and write it out.
4. Try not to ramble and talk about points not directly related to the question. A good opening sentence or paragraph can help you avoid rambling and show your instructor what you know.
5. When you are finished writing, reread what you have written and make any corrections necessary.
6. Key Words used in essay exams:

• Explain To make plain, and clear to understand	• Discuss Talk about	• Define Give the meaning of
• Evaluate or Analyze To give strength and weaknesses	• Compare To show likenesses and differences	• Enumerate List
• Describe Give a description or account of	• Outline To show major points about something	• Prove Show to be true or untrue with evidence

TEST ANXIETY: KEEPING CALM

1. **Prepare well in advance:** Keep up day-to-day, if you can, but don't judge yourself harshly if you don't. Avoid last-minute cramming. Don't go without sleep the night before (though four or five hours may be enough). Stop studying an hour or so before the test and relax and compose yourself.
2. **Know time and place** of the test and what you need to bring. Be on time, neither too early nor too late, with blue books or supplies. Don't rush.
3. **Don't talk about the test** with classmates immediately beforehand if you know it raises your anxiety level. Doing so may nourish group paranoia.
4. **Read over the test and plan your approach:** Ascertain point values per part, time limits for each section, which questions you'll start with, etc.
5. **Don't hesitate to ask for clarification** from the professor, teaching assistant, or proctor if you have questions about directions, procedure, etc., rather than letting anxiety build up because you aren't sure what you are expected to do.
6. **Develop an aggressive, yet realistic attitude:** Approach the test vigorously determined that you will do your best, but also accept the limits of what you know at the moment. Use everything you know to do well, but don't blame yourself for what you don't know.
7. **Activity reduces anxiety:** If you go blank and you can't think of anything to write, go on to another question or another part of the test. On an essay, jot down anything you can recall on scratch paper to stimulate your memory and get your mind working.
8. **Relax yourself physically** during the test if you notice that you are not thinking well or are tight. Pause, lay your test aside, and take several slow, deep breaths. Concentrate on your breathing. Do this if you notice that you are worrying excessively about one problem, not reading carefully, forgetting information you know.
9. **Pay attention to the test**, not to yourself or others. Don't waste time worrying, doubting yourself, wondering how other people are doing, blaming yourself, etc. Don't worry about what you should have done, but pay attention to what you can do now.

BUILDING A SEMESTER SCHEDULE

Your college career will be filled with many choices. Some decisions are only made once, while others continually arise throughout your college career. One of these choices that happen every semester is course scheduling:

- How many classes should I take?
- What classes should I take?
- How do I register?

It is important to make sure that your class choice fits with your other life commitments. If you work the night shift, it may not be a good idea for you to take an 8 a.m. class. It doesn't allow for a whole lot of time for sleep, which is necessary for you to perform well. Scheduling is an important key to your continued success at Ivy Tech. As your personal schedule changes, it is understandable that you will need to adjust your school schedule from semester to semester. This is why Ivy Tech offers classes at various days and times on all campuses.

PREREQUISITES AND COLLEGE ASSESSMENTS

Consider that you should plan to spend about two hours in out-of-class work each week for every one hour you are in class. This includes time for reading assignments, library research, homework assignments and study groups. With this formula, each three-hour course will take about nine hours of your time each week. So if you are enrolled in four three-hour courses (which is full-time enrollment), that adds up to 36 hours per week in school work (class attendance and assignments). So full-time enrollment is like having a full-time job! Consider this when you are deciding on the number of hours you can manage a part-time job and still do well in your schoolwork. We really don't recommend that you try to be enrolled as a full-time student if you are also working 40 hours a week.

A prerequisite is a course that must be successfully completed before a higher level related course can be taken. For example, you must complete HEW 101 (English Composition I) with a C or better before you can enroll in HEW 102 (English Composition II). For degree seeking students at Ivy Tech, assessment scores determine placement in reading, mathematics, and English. Most students take the COMPASS to determine placement. If you are required to take college preparatory courses, you must enroll in the required reading, mathematics and English course (in that order) until you complete the college-preparatory course requirements.

REGISTRATION

The registration process includes financial aid and academic advising, selection of courses and payment of fees. Newly admitted students will be notified when to register for their first classes. Specific days are set aside for registration before the beginning of each semester. Students should seek assistance in course selection from faculty advisors or advisors in the Office of Student Affairs before registering for classes. Students not on academic probation are encouraged to register via the web or telephone after conferring with their advisor (SEE INSTRUCTIONS BELOW).

Note: Students are registered when fees have been paid or payment arrangements have been made.

LATE REGISTRATION

Late registration is held the week before classes start. Students may register after the first week of classes with the permission of the instructor. However, a late registration fee may be assessed any time after the first day of classes. For further information, contact the Office of Student Affairs.

COURSE DROP AND ADD

Students may drop or add a course in the first week of the regular semester. After the first week, students must receive the permission of the course instructor to add a course. Courses are not officially dropped or added until a Change of Enrollment form is completed by the student with all required signatures and processed in the Student Affairs Office.

TEST-OUT PROCEDURES

Test-out policies vary from program to program. Students wishing to test out of a course should contact the program advisor. A fee of \$10 per credit hour (subject to change by the State Board of Trustees) may be charged for the tests.

The general guidelines for test-out are:

1. Test-out examinations should be taken before registering for the course for which the test-out is attempted.
2. Test-out examinations are normally completed at one sitting (unless the test is offered in two parts-i.e., lab and written exams).
3. Test-out credits are not included in credit computations for financial aid programs or student grade point averages.

STUDENT WITHDRAWAL

To withdraw, students will submit a completed Change of Enrollment form to the Student Affairs Office by the course withdrawal deadline. A grade status of "W" will be assigned on the student transcript. The withdrawal deadline is determined by the term session length, and will vary for courses

offered in the same semester. As an example, the last day to withdraw from a sixteen week course will be the end of the twelfth week of the term. Always refer to the published withdrawal schedules, (available in the front of this planner, the Class Schedule, Campus Connect, and from Student Affairs), for the correct withdrawal deadlines. A student who ceases to attend class after the last day to withdraw will receive a grade commensurate with course requirements.

Note: Withdrawing from class may affect or cancel financial assistance. Further information is available from the Financial Aid Office.

HOW TO REGISTER FOR CLASSES ONLINE OR BY PHONE

Below are step by step Instructions for enrolling online and by phone:

Enroll Online:

- Access the Internet and go to **<https://cc.ivytech.edu>**
- Enter your **ID** and **PIN**. First time users, follow the prompts.
- Click on **STUDENT SERVICES Tab**
- Click on **"STUDENTS CLICK HERE" links** until you arrive at the Site Map.
- Click on **REGISTRATION**
- Select **DROP AND ADD CLASSES**
- Select **THE TERM** you are registering for
- Enter the 5 digit **CALL NUMBER** of the classes you want to drop or add.
- Move from the left to right and click **"SUBMIT"**
- Review account balance and make payment

Enroll By Phone:

- Select your courses and write down your course call numbers.
- Dial the toll-free number: **1-877-489-8324**.
- Press 1 for registration.
- Enter your nine-digit Student ID (SID) number (your **Social Security Number**).

- Enter your six-digit personal identification number (PIN). This will be the **date of birth** for first time users and self assigned for prior users.
- Select a term from the list of options.
- Select from the following choices:
- To **enroll** in courses **Press 1**
- To **drop** a course or change class options **Press 2**
- To hear your **current course schedule** **Press 3**
- You will be asked to enter the call number for each course*

After you complete your enrollment:

- To return to the registration menu **Press 4**
- To return to the main menu **Press 2**

IVY TECH DISTANCE LEARNING

The process for enrolling in an online/hybrid course is similar to that of a traditional course. When enrolling in an online/hybrid course ask your Academic Advisor to share with you the Online Course Enrollment Checklist to determine if you have the characteristics to be a successful online learner.

Terminology:

eLearning: An online course management system designed to allow student access to online, hybrid, and traditional course material.

Exam Proctoring: Ivy Tech personnel monitor students while taking an exam in a setting other than the classroom. Usually occurs as part of an online course requirement or during makeup exam situations.

Hybrid Courses: Accessing coursework through both online and in-class activity.

Indiana College Network (ICN): A gateway to distance learning opportunities from Indiana colleges and universities. The mission of ICN is to ensure that distance education opportunities are available to Indiana residents no matter where they live or work. (www.icn.org)

Indiana Higher Education Telecommunications System (IHETS): A group of all higher education institutions in the state of Indiana. Their goal is to improve access to education, learning and information through the use of technology for all people of Indiana and the communities of interest that stretch well beyond Indiana's borders.

Online Courses: Accessing coursework through online resources only.

Two-Way Broadcast: Accessing coursework through the use of online technology that allows two-way audio/two-way video communication with an instructor at a remote location.

Logging Into eLearning:

- Go to <https://cc.ivytech.edu> (Be sure to include the 's' at the end of the 'https').
- Enter your Campus Connect username and password. You can locate your CC username and password on the main page under the "Getting Started & Self-Service Tools" links.
- ELearning will be listed under the COURSES tab of eLearning.

Online Course Requirements:

- Minimum 56kbps Internet connection; DSL or cable broadband strongly suggested.
- Microsoft Internet Explorer 5.0 (or later), Netscape 4.72 (or later), Safari 1.0 (or later), or Firefox 1.0 (or later).
- Some courses require additional software. Consult with your instructor or advisor before enrolling. The majority of courses require Microsoft Word or compatible software.

Websites:

- <https://cc.ivytech.edu/>
- Ivy Tech Online Course Search: <http://www.ivytech.edu/cgi-bin/disted2.cgi>
- Distance Education Portal: www.ivytech.edu/distance

Login Problems:

Call **1-877-IVY-TECH** Monday - Friday 8:00 am - 9:00 pm (Indianapolis Time) or e-mail the helpdesk at: **helpdesk@ivytech.edu**

NOTE: Online courses will not be available until the first day of class.

BOOKSTORE/ TEXTBOOKS

Each campus maintains a bookstore where students may buy textbooks and supplies. College sweaters, jackets, souvenirs, and other items also are available for purchase.

COLLEGE FEES

The College seeks to provide quality education at the lowest possible cost. General fees are based on the number of credit hours for which the student has registered. For the Fall 2007 and Spring 2008 terms, the fee is \$91.30 per credit hour. Students who are not Indiana residents pay \$187.75 per credit hour. Distance Education courses for non-residents cost \$119.45 per credit hour. A \$40.00 technology fee is assessed per student, and internet based distance learning courses have an additional \$10.00 per credit hour charge. For a current schedule of fees and further information, contact the Office of Student Affairs or the Business Office. Students or their families may be eligible for federal tuition tax credits in accordance with the Taxpayer Relief Act of 1997. Fees are subject to change.

PAYMENT OF FEES

All enrolled students must make arrangements at the time of registration to pay all applicable fees. A student is officially registered and allowed to attend classes when all fees have been satisfied or arrangements for payment have been made.

Additional Expenses

The following additional expenses may apply, depending upon the program of study:

Books: All students are expected to purchase the textbooks for their respective programs. The cost of books varies by class.

Tools: The College furnishes major equipment items for instruction. However, in many programs or courses, students must furnish additional hand tools and equipment.

Uniforms and Other Special Equipment: Several programs require students to furnish uniforms and special safety clothing

Charges for consumable instructional materials: In some courses an additional charge for instructional materials may be required.

REFUND POLICY

Effective Fall 2007, a new course drop and refund policy is in effect. To drop a course, students will submit a completed Change of Enrollment form to the Student Affairs Office by the published date, and 100% percent of the tuition will be refund. Partial tuition refunds will not be issued. After the course drop deadline, no tuition refund will be issued. The refund period is based on the term session length. Always refer to the published refund schedules, (available in the front of this planner, the Class Schedule, Campus Connect, and from Student Affairs), for the correct refund periods.

Eligible students may also drop a course on Campus Connect when Campus Connect is open for registration. Refer to the Class Schedule for the Campus Connect registration periods.

Exceptions to the refund policy must be made in writing to the Campus Associate Dean of Student Affairs.

All refunds will be issued by check and mailed to the address shown on the student's registration form. Cancellation of credit courses by the College will result in a total refund of fees collected for those courses.

Federal regulations mandate the treatment of refunds for financial aid recipients. Financial aid funds must be returned to the government when College charges were paid by financial aid and a refund is given a student who fully withdraws from the College. Financial aid recipients may request more detailed information from the Financial Aid Office.

Check with your advisor or registrar for exact refund periods throughout the school year.



FINANCIAL AID

Ivy Tech participates in various types of federal and state financial aid programs which provide assistance to many students. Ivy Tech also provides financial assistance to students from its own resources. Students are encouraged to carefully explore all financial aid options at their campus.

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any form of financial aid. Financial aid is available for both full- and part-time students regardless of age, race or sex. To qualify for financial aid all applicable requirements must be met.

For federal and state financial aid programs students must:

- Be a regular student enrolled or accepted for enrollment in an eligible program
- Not be enrolled in secondary school
- Be a U.S. citizen or national or permanent resident
- Maintain satisfactory academic progress in a course of study
- Not owe a refund to a federal grant or loan program

Students who have completed the FAFSA and submitted all required documentation will receive an award letter detailing the financial aid programs offered. Any additional documentation required for an award or instructions for receiving payment will be mailed to the student. Procedures for obtaining federal loans vary by campus. The financial aid office will instruct you on how to apply for federal Stafford loans. Detailed information on all financial aid programs is available at the financial aid office.

TYPES OF FINANCIAL AID

- Hoosier Scholarship Program
- Higher Education Award Program (HEA)
- Indiana National Guard Supplemental Grant
- Ivy Tech and Foundation Scholarships
- 21st Century Scholars Program
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Indiana Part-Time Grant
- Indiana National Guard Supplemental Grant
- Ivy Tech Grant - awarded on basis of need
- Ivy Tech County Scholarship - awarded on basis of merit

Federal Work Study Program

The Federal Work Study Program provides part-time employment to students who need financial assistance. Applicants must file the FAFSA and must be enrolled for at least 6 credit hours. Job assignments may be within the College or in public non-profit agencies in the community. The Financial Aid Office directs job placements after taking into consideration the amount of students' financial need, class schedule, and family or personal obligations. The starting hourly rate will be at least the federal minimum wage. Employment may consist of, but is not limited to, secretarial and clerical office work, maintenance or custodial work, duties in the library, or work as lab assistants. Where possible, students are offered work study assignments in areas related to their career objectives.

Federal Stafford Loans

Low interest, federal Stafford Loans are available to eligible students who attend classes at least half-time (6 credit hours). Lending institutions provides funding for these loans but the application process is handled completely by the Financial Aid Office. The interest rate on Stafford loans varies from year to year and students are notified of the applicable rate at time of application. Need-based, subsidized Stafford loans are interest-free during in-school and grace periods. Non-need based, unsubsidized Stafford loans require the student to pay the interest while in school or request a deferment of interest until after graduation. Repayment of Stafford loans begins six months after graduation, or when the student's class load falls below six credit hours per semester. Each student borrower is required to attend entrance and exit loan counseling sessions. These counseling sessions are held in the campus financial aid office. Students are notified of the days and times these sessions are available. Loan applications will not be processed if the student has not attended the required sessions.

Federal Parent Loan for Undergraduate Students (PLUS)

The PLUS program assists parents in financing the education of their dependent children when all other types of financial assistance have been denied or exhausted. Repayment begins within 30 to 60 days after the loan is made. The federal government does not subsidize interest on these loans.

Other Financial Aid Sources

- Selected Reserve Educational Assistance Program
- Child of Disabled Veteran (CDV) Benefits
- Police and Fire Fighters Orphans and Spouses Benefits
- Vocational Rehabilitation
- Workforce Investment Act
- Trade Readjustment Act (TRA)
- Employer-Funded Education
- Union Training Funds
- Veterans' Benefits

Check with your local Financial Aid office for more information on any of the above programs. Also, we are on the web! Check us out at: nwi.ivytech.edu!!

APPLICATION PROCEDURES FOR FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) can be obtained on-line at www.fafsa.ed.gov. A paper application is also available in the financial aid office. Indiana students are encouraged to file on-line by the state deadline (receipt date of March 10th). Students may also apply for assistance at any time. Filing on-line is the fastest way to apply for aid. Students mailing a paper application should allow 6-8 weeks for processing. In general, the fall semester marks the beginning of the financial aid award year.

Applicants must provide correct information on their FAFSA. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense, which could result in indictment under the U.S. Criminal Code.

An applicant for financial aid must return all additional documentation, verification, corrections, and/or new information requested by the Financial Aid Office.

FINANCIAL AID APPEALS

The following steps are recommended to students who feel they have received unfair treatment in the financial aid process:

- Step 1** - Schedule a personal conference with the Director of Financial Aid to discuss and resolve the issue.
- Step 2** - If Step 1 is unsatisfactory, schedule a consultation with the Dean of Student Affairs.
- Step 3** - If Step 2 is unsatisfactory, schedule a conference with the Student Status Committee. This committee will make a recommendation to the Chief Administrative Officer to resolve the issue.

STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act of 1974 (**FERPA**), as amended, the following student rights are covered by the act and afforded to all students at Ivy Tech:

- The right to inspect and review information contained in the student's educational records
- The right to challenge the contents of the student's educational records
- The right to a hearing if the outcome of the challenge is unsatisfactory
- The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory
- The right to prevent disclosure, with certain exceptions, of personally identifiable information
- The right to secure a copy of the institutional policy
- The right to file complaints with the Department of Education concerning alleged failures by Ivy Tech to comply with the provisions of the act

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-4605

Each of these rights, with any limitations or exceptions, is explained in the Student Affairs Policy and Procedures Manual, a copy of which may be obtained in the Office of Student Affairs.

At the College's discretion, directory information may be provided in accordance with the provisions of the act without the written consent of the student unless the student

requests in writing that such information not be disclosed (see below). The items listed below are designated as directory information and may be released for any purpose at the discretion of Ivy Tech unless a request for non-disclosure is on file.

Name, address, telephone number, e-mail address, dates of attendance.

Previous institution(s) attended, major field of study, awards, honors, degree conferred.

Past and present participation in officially recognized activities, date and place of birth.

Students may request the withholding of directory information by notifying the Registrar's Office in writing, specifying the categories to be withheld, within ten (10) calendar days from the first scheduled day of the term. Ivy Tech will honor the request for one term only. Therefore, the student must file the request on a term basis. The student should carefully consider the consequences of any decision to withhold any category of directory information. Regardless of the effect upon the student, Ivy Tech assumes no liability for honoring a student's request that such information be withheld. Failure on the part of a student to request the withholding of specific categories of directory information indicates the student's approval of disclosure.

In addition, student records are held in security by the College. Transcripts on file with the College from high schools and other institutions of higher education cannot be released by the College. A student needing a transcript from high school or another college should request it directly from that institution. The Registrar's Office will assist students wishing to see and review their academic records and student files. Any questions concerning the student's rights and

responsibilities under the Family Educational Rights and Privacy Act should be referred to the Office of the Registrar.

DEPENDENCY PROVISION

Ivy Tech reserves the right, as allowed under the Federal Educational Rights and Privacy Act of 1974, to disclose educational records or components thereof without written con-

sent to parents of dependent students as defined according to the Internal Revenue Code of 1954, Section 154 (as amended). A certified copy of the parent's most recent federal income tax form establishing the student's dependency status shall be required before any educational records or components thereof will be released to the parent of any student.

ACADEMIC GRADING

The academic grading system has both grades and status codes, both of which are explained in greater detail later in this section. Grades reflect the quality of performance and level of competency achieved by students who complete a course. Formal grades are assigned at the end of each enrollment period. Instructors determine and assign grades and status based on objective appraisal and evaluation of the student's performance. Semester grade reports are sent to each student. The semester grade report is not sent to students who still owe fees.

In all courses, the quality of the student's work determines the grade earned. For some courses, quantity of work, speed of work, or both, also is considered in determining the grade. Instructors in awarding grades also may consider class participation. In certain instances, a status code appears on the student's record in place of a grade. Status represents a condition to which no letter grade can be assigned.

GRADES

The quality of student performance or competency level, as determined by the instructor at the completion of a course, is indicated by a letter grade of A, B, C, D or F. Ivy Tech does not use pluses and minuses as a part of its grading system. Each designation has a numerical value per credit hour, referred to as "quality points."

STATUS CODES

Status codes describe the state or condition of a course on the student's record for which a grade has not been awarded. Status code indications carry no quality points. The types of status codes and the symbols used to indicate them are shown below.

Status

I	.....	.Incomplete
AU	.....	.Audit
S	.....	.Satisfactory
U	.....	.Unsatisfactory
V	.....	.Verified Competency
NW	.....	.No-Show Withdrawal
W	.....	.Withdrawal

These status codes are used for the following reasons:

I-Incomplete

"I" designations are received by students who have actively pursued a course and are doing passing work at the end of the course but who have not completed the final examination and/or other specific course assignments.

To remove an "I" designation, a student must meet with the instructor and make arrangements to complete course requirements in a specified period not to exceed 30 days beyond the start of the following term. The instructor must submit the grade within 31 calendar days of the

beginning of the following term in which the student received the "I" designation.

AU-Audit

"AU" status indicates enrollment in a course for which no grade or credit is awarded. The fees for audited courses are the same as those for courses taken for credit. Audit status must be declared no later than the end of the first week of classes with approval of the instructor or program chairperson.

W-Withdrawal

A status assigned for student withdrawals after the refund period has ended, through the designated withdrawal deadline for the semester session. Withdrawals after the withdrawal deadlines will not be processed unless approved by the Dean of Academic Affairs. To request approval for a late withdraw, students must submit a written request to the Dean of Academic Affairs with documentation the extenuating circumstance which prohibited them from meeting a withdrawal date.

S-Satisfactory

The "S" indicates satisfactory completion of course work in situations where either a status of satisfactory or unsatisfactory (pass/fail) has been arranged by prior agreement. Requests for this type of grading must be declared at time of registration. Quality points are not computed for "S" status types.

U-Unsatisfactory

The "U" indicates unsatisfactory completion of course work in situations where either a status of satisfactory or unsatisfactory (pass/fail) has been arranged by prior agreement. Requests for this type of grading must be declared at time of registration. The "U" differs from an "F" in that quality points are not computed.

V-Verified Competency

The "V" indicates satisfactory completion of course work in situations such as test-out, credit for experience or training, College Level Examination Program (CLEP), etc. Credit gained through this method may be used to satisfy degree requirements. This status is approved by the Chief Academic Officer upon recommendation of a faculty advisor following completion of necessary verification and documentation of competency.

CREDIT HOURS

Credit is described in semester hours (the number of credits taken per semester). The number of credits is determined by the demands of the course, course work and by the number of contact hours - the hours actually spent in the classroom or laboratory.

CREDIT HOURS/ LOAD

A credit hour represents one hour of lecture, two hours of laboratory or three hours of clinical instruction per week for the semester. A three-credit-hour lecture course, for example, meets 48 hours during the semester (3 hours/week x 16 weeks). An average full-time semester class load in most consists of 12-15 credit hours. A class load of more than 17 credit hours requires approval of the Chief Academic Officer or a designee.

ENROLLMENT STATUS

Enrollment status is determined by registered total semester credits:

Full-time student . . .12+ credits per semester
3/4 time9-11 credits per semester
1/2 time6-8 credits per semester
Less than 1/2 time .1-5 credits per semester

A first-year student, by definition, is one who has completed 30 or fewer semester credit hours. A second-year student is one who has completed 31 or more semester credit hours.

QUALITY POINTS

Quality points are numerical values indicating the quality of student performance in credit courses: A=4; B=3; C=2; D=1; F=0. The quality points earned for a course equal the quality point value times the number of credits. A student who earns an "A" in a four-credit course earns 16 quality points: the quality point value (4) x the number of credits (4) = the total quality points (16).

GRADE POINT AVERAGES

The grade point average (GPA) is a numerical indication of the student's performance in all courses in which quality points can be earned. The GPA is calculated by dividing the number of quality points earned by the number of credits earned. The term and cumulative GPA, calculated to three decimal places, will appear on each grade report. Under extenuating circumstances, a student may petition the Academic Status Committee to exclude hours of coursework from the cumulative GPA calculation. Courses excluded from the cumulative GPA calculation as a result of a petition will not be counted as earned and cannot be used to satisfy program requirements for degree-declared students. Contact the Office of Student Affairs for additional information.

IMPROVING A GRADE

Students, with the approval of faculty advisors, may attempt to improve D or F grades by repeating courses (allowable once in most programs). Financial aid recipients, however, should review their situations carefully since payment for repeated courses can be disallowed. Permanent student records contain complete files on all activity. The student's grade point average will reflect the highest grade earned.

DEAN'S LIST

The Dean's List, prepared and published each term, gives recognition to degree-seeking students who achieve a minimum 3.50

grade point average. Classes must be in non-basic skills courses with no D's or F's. The student must earn six or more Ivy Tech credits during the semester and have earned at least a total of 12 credits during their course of study to be included on the Dean's List.

GRADE REPORTS

Final grades are NOT mailed to the students. Grades can be ascertained by checking on the Student Information System.

ATTENDANCE

Regular attendance is expected at scheduled class meetings or other activities assigned as part of a course of instruction. Instructors keep attendance records. When personal circumstances make it impossible to attend scheduled classes and activities, the College expects students to confer with instructors in advance. Instructors can offer students the option of making up the material missed.

Absences may be considered by instructors in awarding grades and considering involuntary withdrawal. Students who must interrupt their education to fulfill Reserve and National Guard annual tour requirements should present official military orders to their instructors prior to departure for duty. Students are not excused from completion of the course work and should make arrangements with their instructors to complete all work.

STANDARDS OF PROGRESS

Students who have declared a certificate or degree objective and who have 15 or more cumulative credit hours attempted must maintain a 2.00 minimum cumulative grade point average (GPA) to remain in satisfactory academic standing. Students receiving financial aid must demonstrate satisfactory progress toward completion of a program within a specified time frame based on their enrollment status. Students

also must successfully complete the minimum number of credit hours required for that status each semester. All students are expected to maintain a cumulative 2.00 GPA to be eligible for graduation. Questions about standards of progress and academic standing should be addressed to the Office of Student Affairs.

SPECIAL PROBLEMS

The Office of Student Affairs is available to help with special problems, exceptional circumstances, and filing grievances (see Student Grievances). Special problems, exceptional circumstances, and grievances are ultimately the responsibility of the Chief Administrative Officer, designated staff and committees.

DEGREES AND CERTIFICATES

ASSOCIATE OF ARTS (AA) DEGREES

Associate of Arts degree programs prepare students for transfer to a baccalaureate program at a four-year college or university. The Associate of Arts and Associate of Science in Liberal Arts are transfer programs that provide an opportunity for students to complete the first two years of study leading to a bachelor's degree in liberal arts areas.

ASSOCIATE OF SCIENCE (AS) DEGREES

Associate of Science degree programs prepare students for transfer to cooperating four-year institutions and for careers. AS programs contain 40 percent or more general education, with the balance in technical courses. The general education and technical courses provide students with a foundation for transfer to a four-year institution and eventual completion of a baccalaureate degree, and equip students with skills for the job market. AS curricula can be tailored to meet students' specific transfer objectives. Students should contact their local Ivy Tech campus for information about AS transfer programs. Students must complete a minimum of 62 credit hours required for an associate degree.

ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREES

Associate of Applied Science degree programs prepare students for careers, career changes and career advancement. AAS programs may also prepare students for transfer to four-year institutions. These programs offer education in recognized technical areas and specialties with emphasis on analysis, synthesis and evaluation. The program content, which is approximately 30 percent general education, provides depth and breadth in conceptual and technical skills. The general education courses equip students with the problem solving, communications, scientific and mathematical skills to compete successfully in the job market. In addition to technical courses equip students with the technical skills to obtain employment and to advance in the workforce.

TECHNICAL CERTIFICATES (TC)

Technical Certificate programs provide education in conceptual and technical skills for specific occupations. Each program contains a sequence of required courses in a recognized specialty within one of the programs at the College. The program content is designed to develop competency in the comprehension of general and technical skills.

CERTIFICATE (CT)

Certificate programs are designed to develop a skill so that students can quickly enter the workforce, while building a foundation for future educational opportunities. Students completing a certificate may continue to earn a technical certificate or associate degree.

GRADUATION AND TRANSFER

The associate of science degree, associate of applied science degree, associate of art, technical certificate, or certificate is awarded by the College to students who meet graduation requirements. Graduation ceremonies are held once a year in May.

A student is considered eligible for graduation when requirements for graduation have been fulfilled. Each student entering the final semester prior to graduation must complete an application for graduation. The application will be certified by the student's program advisor and forwarded to the Registrar's Office, where the appropriate diploma will be prepared.

The College recognizes three levels of honors to graduating students based upon Grade Point Average (GPA):

4.00 Summa Cum Laude

3.75 - 3.99 Magna Cum Laude

3.50 - 3.74 Cum Laude

Calculation for academic honors if listed for publication in the graduation ceremony program will be as of the semester prior to Spring graduation. Honors recorded on the transcript will include the graduation term.

All students going through graduation ceremonies will wear a cap and gown. More information on cap and gown can be obtained from your local bookstore beginning in March of each year.

Students may wear honor stoles and honor cords to signify achieving honors from: Phi Theta Kappa or Kappa Beta Delta. Contact the appropriate Honor advisor regarding these honors.

TRANSFERRING TO ANOTHER INSTITUTION

Ivy Tech has articulation agreements, under which students may transfer individual courses or entire programs of study to a number of public and private institutions. A student, depending on his or her goals, may choose to transfer to another college or university and pursue a bachelor's degree after completion of a series of courses or completion of a two-year degree program.

The selection of an institution for transfer should be an individual decision based upon the extent to which credits will transfer compatibility of degree programs, location, and availability of programming, philosophy, and cost of attending the transfer school. Opportunities are available to Ivy Tech students to transfer and complete a baccalaureate program as a resident or commuting student. In addition, opportunities are available to pursue a bachelor's degree using distance technologies, which will allow a student to complete a degree program within the home community, even at an Ivy Tech campus. Transferring of credits is the responsibility of the student and it is up to the receiving institution to award transfer credit.

Check with your academic advisor for more information on transferring credits to other institutions.

STUDENT SUPPORT SERVICES

In support of its instructional and community service missions, the College maintains a broad-based program of student services to meet the individual and collective needs of its constituents. Services include career counseling, assessment testing and interpretation, financial aid counseling and assistance, placement and follow-up, co-curricular activities, and special needs counseling.

ASSESSMENT

The College conducts an assessment program college-wide to measure student progress toward educational goals, to determine academic progress, to improve teaching and learning, and to evaluate institutional effectiveness. Student assessment is part of the College's educational program. What the College discovers through the assessment program is used in making decisions about everything the College does from curriculum planning to student activities to support services. From the time students apply to the College until the time they leave, students are expected to participate in a series of tests, surveys, and evaluative activities intended to:

- * Assess students' academic history and academic skills for accurate advisement and course placement at entry
- * Obtain information on students' satisfaction with College courses, programs and services through such instruments as the ACT Student Opinion Survey
- * Measure gains and competencies students have made academically while at the College through a variety of general education measures focused primarily on reading, writing, and critical thinking
- * Demonstrate mastery of technical skills through program outcome measures such as portfolio, licensure exams, and other standardized exams

These tests, surveys and evaluative activities are used to help students achieve their individual goals and to improve college services and programs for all students. Students' earnest and sincere participation in surveys, tests, learning tasks, exit exams and portfolio development provides the College with accurate information to plan increasingly effective programs and services. In this effort, students become partners in the assessment and learning process.

ACADEMIC SKILLS ADVANCEMENT PROGRAM SERVICES

To ensure that every student has the opportunity to be successful, the College offers Academic Skills Advancement programs. These developmental programs are designed for students enrolled in regular programs or courses at the College who are encountering academic difficulty or who have been identified as having encountered academic difficulty in the past. Services provided through the Basic Skills Advancement program include diagnostic testing and assessment, course placement services, and instruction.

The need for these services may be identified at the time of admission. However, a student may use any or all services upon encountering academic difficulty during a course of study. Professional basic skills advancement instructors and laboratory technicians provide developmental instruction in the areas of math, communications, sciences, writing, and study skills.

For further information about the College's Academic Skills Advancement programs contact the Office of Student Affairs.

ACADEMIC COUNSELING

The College provides advising to all interested students. Students may obtain individual counseling and/or assessment to

assist them in identifying their abilities or occupational interests. Advising and assessments also are helpful in developing education and career plans. Students are encouraged to seek assistance in selecting an occupation and the necessary training from the Office of Career Services.

In addition to the advising program offered by the Office of Student Affairs, the College uses a faculty advisor system. On admission, each degree student is assigned a faculty advisor whose purpose is to:

- Assist the student in course selection and program planning,
- Guide the student in meeting the requirements for graduation as prescribed by the College,
- Ensure that appropriate technical and general education courses are included in the chosen course of study.

STUDENTS WITH DISABILITIES

Reasonable accommodations for persons with disabilities will be made to ensure access to academic programs, services, and employment in accordance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. College programs and facilities are designed to be accessible to students with disabilities. Each campus has designated parking and special restroom facilities for these students. Disability Support Services also will aid students with disabilities with career planning, financial aid, and placement. The College staff works with the Department of Vocational Rehabilitation and other service agencies to assist students with disabilities through available local community resources. For more information, or if you are in need of assistance, please contact: **Kim Bontekoe at 219-879-9137.**

It is the student's responsibility to contact the campus Disability Support Services representative to request accommodations; any infor-

mation shared will be kept confidential unless the student authorizes release and exchange of specified information. Requests for accommodations and documentation of disability must be received one month prior to enrollment for the next academic term. Additional time may be required for some requests. Every effort will be made to provide reasonable accommodations in a timely manner.

LIBRARY

The Library provides access to materials, information, and services that support students' educational needs. In addition, libraries have career exploration materials, inter-library loan services, general and technical periodicals, recreational reading, and audio-visual materials and equipment. In addition to print materials, the College provides a variety of online databases, many of which are full-text, that are available to students at all campuses. The library also is where students can go to sign up for wireless Internet access, obtain a student identification card, or obtain tutoring.

ORIENTATION

All new degree-seeking students are encouraged to participate in a student orientation program prior to or during the first week of classes. Orientation is designed to assist students in making the transition to a college environment. Topics include registration procedures, career and employment services, financial aid, business office services, instructional programs, tutoring services college activities, and policies and procedures.

TUTORING SERVICES

Free tutoring services are available on all four campuses. We can assist you with all levels of math and algebra, English, writing, the sciences, health classes, and some of the technical skills. Part-time tutors are often students themselves, familiar with the courses. Check with your local tutoring center on what subjects they can tutor with you.

COLLEGE RULES

1. **Assembly** College policy states that assembly in a manner that obstructs the free movement of others about the campus, inhibits the free and normal use of the College buildings and facilities, or prevents or obstructs the normal operation of the College is not permitted. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised activities is included in the definition of obstruction.
2. **Cheating** Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet, as well as those who attempt such behavior.
3. **Children on Campus** Due to insurance and security purposes, children are not allowed to be on Ivy Tech property without direct supervision by parent or guardian with the exception of childcare centers. Children are not allowed in classrooms unless through the expressed consent of the instructor.
4. **Commitment of College Funding** Committing College funding, including student clubs or organizations, without written approval and paperwork will result in the student being responsible for the money owed, the student being removed from the club or organization, and disciplinary action being evoked. No student shall enter into a contract with an outside agency using the name of the College. Contracts entered into in violation of this rule shall be the personal responsibility of the student.
5. **Compliance and Identification** Students who fail to comply with direction of College officials or law enforcement officers in the performance of their duties and/or fail to identify themselves to these persons when requested to do so are subject to disciplinary sanctions.
6. **Discrimination Activities** Any student involved in discrimination activities towards students or staff will face disciplinary action.
7. **Disruptive Behavior** Behaviors or actions that disrupt the College's processes (academic and/or non-academic) are in violation of College rules. No student shall behave in a manner that is unacceptable in a learning environment or that endangers or infringes on the rights and/or safety of himself or herself or other students, visitors, staff, patients in a clinical situation, and/or children in childcare centers at Ivy Tech. If misconduct warrants an immediate suspension from the institutional setting for the remainder of the instructional period, the instructor may do so without a prior hearing. If the student does not voluntarily leave the institutional setting, campus official(s) and/or campus security officers may remove the student from that setting upon oral request by the instructor.
8. **Electronic Equipment or Programs** Use of electronic equipment or programs in a manner that is disruptive to other students, staff, or College processes is prohibited. This includes electronic equipment being played loudly. Students introducing computer viruses will be subject to disciplinary action, including dismissal.
9. **Financial Responsibility** Students are expected to pay all fees, fines, or loans in a timely manner. Official transcripts and copies of records will not be given to the student and degrees will not be awarded until debts to the College are paid. Students will be allowed to inspect and view transcripts and records. Students will not be allowed to register in an "owe fees" status.

10. **Fundraising or Solicitation** College policy requires that individuals or organizations seeking the use of campus facilities or scheduling activities to solicit funds, must first obtain written approval from the appropriate College official. College rules and regulations govern fundraising activities, the money collected, and the use of the money collected by the fundraising activities. Misrepresentation, or misuse, will result in the student being responsible for the money owed to an institution or individual, in the student being removed from the club or organization, and the student facing disciplinary action. The student is also accountable to state and federal laws and regulations.
11. **Furnishing False Information With Intent to Deceive** Providing false information is against College rules and state laws.
12. **Harassment/Sexual Harassment/Stalking and/or Intimidation** This is defined as conduct causing alarm, or creating a risk by threatening to commit crimes against persons or their property or making unwelcome sexual advances or requests for sexual favors. This also covers harassment or intimidation of persons involved in a disciplinary hearing and of persons in authority who are in the process of discharging their responsibilities. Harassment, stalking, and/or intimidation is not permitted. Perpetrators are also subject to Indiana state law.
13. **Hazing** Hazing, an initiation process usually into a club or organization, which often involves humiliating or otherwise harmful tasks, performances, or behaviors, is not permitted.
14. **Inappropriate Use of College Computer Resources** Theft or other abuse of computer time is against College rules, which include but are not limited to:
 - unauthorized entry into a file, to use, read, or change the contents or for any other purpose
 - unauthorized transfer of a file. unauthorized use of another user's identification and password. use of computing facilities to interfere with the work of another student, faculty member or college official
 - use of computing facilities to send, receive, or view obscene or abusive messages
 - use of computing facilities to interfere with normal operation of the College computing system
 - use of computing facilities for students' personal benefit
 - use of College owned computer resources to prepare or print work for commercial purposes
 - Inappropriate Use of Printers:
 - i. Printers are intended for class-related activities. Printing Internet web pages or other information not directly related to an authorized use is prohibited.
 - ii. Excessive printing is prohibited. Students must follow lab guidelines limiting the number of copies or pages that may be printed.
 - iii. Using non-approved paper in a college-owned printer is prohibited.
15. **Motor Vehicles** Students are expected to comply with parking regulations. Handicapped parking spaces and visitors' areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.
16. **Safety** No student shall engage in behavior that violates the safety rules of any institutional setting or other College premises, and/or College sponsored events whether such procedures are written or oral rules or directions. This shall include, but not be limited to, the wearing of any required personal protective equipment and the prescribed

methods and procedures for handling and disposing of certain materials that may be hazardous, unstable, infectious, etc.

17. **Signs or Surveys** Students may erect signs, conduct surveys, or display signs or posters on designated bulletin boards, with approval of Student Affairs.
18. **Use of College Name** The College name and logo are registered trademarks. The use of the College name or logo must be authorized by the officials in charge of College trademarks. Use without authorization is against College rules.
19. **Use of College Facilities** Students are permitted on campus during normal published Ivy Tech Community College hours and at other times established in the College calendar. Students wishing to utilize College facilities at other times must request permission from the appropriate College official. Unauthorized possession, duplication, or use of keys or electronic locking devices to any College premise, or unauthorized entry to or use of College premise is against College rules.
20. **Compliance with Indiana State Laws:** Violation of these laws is also against College rules and violators may also be prosecuted according to Indiana law.
 - **Alcoholic Beverages.** Consuming, being under the influence of, or possessing intoxicating beverages on College property is not permitted.
 - **Arms /Deadly Weapons /Explosives /Chemicals.** Possession of firearms (except those possessed by police or campus security officers) and other weapons, dangerous chemicals, or any explosive or explosive device is prohibited on College property or at any College sponsored activity held elsewhere. No student shall use or threaten to use firearms, other weapons, dangerous chemicals, or any explosive or explosive device on College property or at any College sponsored activity held elsewhere. A harmless instrument designed to look like a firearm, explosive, or weapon that is used by a person to cause fear in or assault of another person is included within the meaning of a firearm, explosive, or weapon.
 - **Assault and Battery, Abusive Actions, Physical and/or Verbal Altercations and /or Threatening Language.** Assault and battery, abusive actions, physical and/or verbal altercations, and/or threatening language are prohibited under College rules. Perpetrators are also subject to Indiana State law. No student shall threaten or commit a physical or sexual attack on faculty, staff or another student. No student shall force or threaten to force another student, faculty or staff member to have sexual contact against that person's will. Any student charged with an assault on Ivy Tech Community College property or at any College sponsored activity is subject to prosecution and will be disciplined under the campus code of student conduct.
 - **Counterfeiting and Altering.** Copying or altering in any manner any record, document, or identification form used or maintained by the College is not permitted.
 - **Dumping and Littering.** No student shall deposit, dump, litter or otherwise dispose of any refuse on college property, except in duly designated refuse depositories
 - **Gambling.** Gambling is not allowed except where permitted by state law or within a sanctioned program or class.
 - **Illegal Use of Drugs.** Being under the influence of, use of, possession of, or distributing illegal drugs is not permitted.
 - **Smoking.** All Ivy Tech Community College buildings are classified as "non-smoking" facilities. Smoking is permitted only in designated areas.
 - **Theft of Property.** Theft of personal property, College property, or property located on College property is a violation of College rules.

- **Vandalism.** The destruction or mutilation of Ivy Tech Community College books, magazines, equipment, resources, or buildings is a violation.

21. **Repeated Offenses of a Less Serious Nature Repeated** offenses of a less serious nature are considered disruptive and will be handled under the College's disciplinary process.

STUDENT GRADE APPEALS

When a student believes the final grade he or she received in a course is inaccurate he or she should make an appointment with the instructor who issued the grade or status and explain the reasons for this belief. This process must be initiated within thirty (30) calendar days of receiving the grade. The instructor and the student should make every effort to resolve the issue. It is expected that most, if not all, misunderstandings will be resolved at this level.

If the grade or status issue is not resolved, the student can appeal in writing to the instructor's supervisor. This individual may be the department chairperson or program chairperson. Once the student has appealed the grade or status with the chairperson, if the issue is not resolved to the student's satisfaction the student may appeal to the department chairperson, next higher chairperson, or whomever is next in line.

The student's next recourse is to appeal to the chief academic officer. If the student feels further appeal is necessary, he or she may file a formal grievance to the Student Status Committee following the procedures as outlined above.

STUDENT GRIEVANCE PROCESS

Information for Student Grievance Processes can be located at www.ivytech.edu.

REINSTATEMENT TO THE COLLEGE

If a student is dismissed from any campus/region of Ivy Tech Community College, that individual is dismissed from the College. The year starts at the time/date of the official notification to the student by the Chief Administrative Officer. After one

calendar year, the individual under suspension may apply for reinstatement. If the student is dismissed, the student may appeal for reinstatement after five years. The individual must begin the reinstatement appeal process by informing the chief student affairs officer at the campus where the dismissal took place of her/his intentions. The appeal for reinstatement may be applied for at any campus/region of Ivy Tech where the individual hopes to attend. The campus/region Student Status Committee will act on the appeal within thirty (30) days of its receipt. The recommendation of the Student Status Committee will be forwarded to the chief administrative officer of the campus/region. That individual will render a judgment on the appeal. That judgment will be final.

SEXUAL HARASSMENT AND SEXUAL ASSAULT POLICY

Ivy Tech Community College is committed to the maintenance of an environment that is supportive of its primary educational mission and free from all exploitation and intimidation. The College will not tolerate sexual harassment, sexual assault, rape, or other forms of nonconsensual sexual activity.

Ivy Tech Community College supports this policy for students, faculty, and staff through its educational prevention programs and its counseling support services.

Sexual harassment is defined as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature where:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education

- submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual or
- such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment

Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Ivy Tech will enforce this policy through internal disciplinary procedures, security programs, and the encouragement of external prosecution of alleged offenders through appropriate external judicial forums. Violations of this policy shall include, but not be limited to the following:

- Persistent, unwanted attempts to change a professional or educational relationship to a personal one; unwelcome sexual flirtations and inappropriate put-downs of individual persons or classes of people to serious physical abuses such as sexual assault and rape; unwelcome sexual advances; repeated sexually oriented kidding, teasing, joking, or flirting; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments about either gender in general, whether sexual or not; leering, whistling, touching, pinching, or brushing against another's body; offensive crude language; or displaying objects or pictures which are sexual in nature that would create hostile or offensive work or learning environments
- Any form of nonconsensual sexual intercourse, committed by physical force, coercion, threat, or intimidation, actual or implied, by a person(s) known

or unknown to the victim

- Any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse or sexual touching, committed without physical force, coercion, threat, or intimidation; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim

Nonconsensual activity shall include, but not be limited to, situations where the victim is unable to consent because he/she is physically helpless, mentally incapacitated, or is unconscious. The inability to consent may be due to drug or alcohol consumption, regardless of whether or not the consumption was with the victim's consent. Consensual sexual activity between an instructor or staff member and a student is discouraged.

REPORTING AND COMPLAINT PROCEDURE

Victims of sexual harassment or nonconsensual sexual activity are encouraged to file a complaint through College officials as soon as possible after the alleged incident. Students should file complaints with the **Office of Student Affairs** and employees should file with the office responsible for human resources/employee relations. Victims of a sexual assault should seek help immediately. If physically injured, victims should seek medical treatment immediately or as quickly as possible. Contact campus security or the police as soon as possible to report the incident. It is important to preserve any evidence of the crime to assist with the investigation. Victims should not wash themselves or their clothes, or change clothes before being examined at a medical facility.

If the offense involves another student, disciplinary action may be initiated within the College. Sanctions may include required counseling, temporary suspension, or dismissal. Both the accuser and the accused are entitled to have others present during any proceeding. The outcome of the pro-

ceedings will be provided to both the accuser and the accused for any proceedings where sexual assault is alleged. The College will attempt to assist the victim with requested changes in academic situations whenever reasonably possible.

Students who perceive that they are victims of sexual harassment should contact the campus Student Affairs Office. Complaints against students will be forwarded to the regional Office of Student Affairs for resolution within the College's due process procedures for students.

Complaints against College employees will be handled by the Office of Human Resources for resolution within the problem solving process. Members of the College community found to be in violation of this policy through the procedures and systems described above shall be subject to sanctions including reprimands, suspension and/or termination of employment, or permanent expulsion for students.

This policy shall supplement all other College policies relating to sexual assault and harassment, all of which shall remain in effect. All policies shall be applied consistently in such a manner as to accomplish their collective purposes and may be amended from time to time as deemed necessary or desirable by the College.

ALCOHOL, TOBACCO, AND OTHER DRUGS POLICY

The College is committed to maintaining a drug-free teaching and learning environment and to be in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. The College also supports a healthy lifestyle among its students, and believes in the development of health maintenance values that will extend to the future workplace.

Definition

Substances referred to under this policy include all illegal drugs, alcoholic beverages and misused legal drugs (both prescription and over-the-counter).

Illegal drugs refer to the illegal manufacture, distribution, dispensation, possession or use of controlled substances listed under Indiana law.

Students are to attend classes, labs, and College activities unhindered by the substances defined above.

Policy

The College prohibits the unlawful manufacture, distribution dispensation, possession, and use of controlled substances. The use of alcohol by students on College property is prohibited. The unlawful use or abuse of alcohol as a part of any College activity is also prohibited. Any student of the college found to be using alcohol or using, possessing, manufacturing or distributing controlled substances in violation of the law on college property or at college events shall be subject to disciplinary action in accordance with applicable policies of the College. Students who violate this policy will be subject to sanctions that may include suspension or dismissal from the College.

Legal Sanctions

Students are reminded that illegal possession or use of drugs or alcohol may also subject individuals to criminal prosecution. The college will refer violations of proscribed conduct to appropriate authorities for prosecution. The amount of the fines and the length of the imprisonment vary according to the type and amount of the substance involved the offender's past record for such offenses, and a variety of other factors. One particularly relevant factor is that the legal sanctions for the unlawful distribution of drugs

increase if the substance is distributed to a person under twenty-one years of age or within one thousand feet of the property of a post-secondary institution.

Health Risks

Abuse of alcohol and use of drugs are harmful to one's physical, mental and social well-being.

Accidents and injuries are more likely to occur if alcohol and drugs are used. Alcohol and drugs users can lose resistance to disease and destroy their health. Tolerance and psychological dependence can develop after sustained use of drugs.

The major categories of drugs are listed below and include the significant health risks of each.

- Amphetamines - Physical dependency, heart problems, infections, malnutrition and death may result from continued high doses of amphetamines.
- Narcotics - Chronic use of narcotics can cause lung damage, convulsions, respiratory paralysis and death.
- Depressants - These drugs, such as tranquilizers and alcohol, can produce slowed reactions, slowed heart rate, damage to liver and heart, respiratory arrest, convulsions and accidental overdoses.
- Hallucinogens - These may cause psychosis, convulsions, coma and psychological dependency.

Many community agencies and area hospitals are available to assist students seeking alcohol and drug counseling and treatment. Please contact the Office of Student Affairs for a listing of agencies or hospitals in your community.

No Smoking - Tobacco Free Policy

All campus facilities of Ivy Tech Community College are smoke free. In addition, effective May 9th, 2005, Ivy Tech Community College Northwest became tobacco-free in order to promote a safe and healthy environment for students and staff. Tobacco use is prohibited on all 4 campus grounds in the Region. Please leave your tobacco products in your automobile and dispose of your products before entering campus.

The College conducts a biennial review of its alcohol and drug abuse policies. A copy of the latest review may be obtained in the Dean of Student Affairs Office.

Jeanne Clery Act (Campus Crime Statistics)

The Crime Awareness and Campus Security Act of 1990 (also known as the Jeanne Clery Act) requires colleges and universities to disclose an annual report highlighting crime statistics for the previous three years, safety awareness programming, student conduct information, and other information on campus crime and incidents. Ivy Tech Community College Northwest is committed to provide safe and secure environment for the campus community. The full report is available from the Dean of Student Affairs Office.

Crime Prevention

Students, faculty, staff, and visitors are encouraged to follow the same safety and precautionary measures they follow in their homes and in the community. The Student Affairs Office will assist anyone interested in attending a seminar or program on crime prevention. Never leave valuables visible in vehicles or unattended on campus. The college has a low occurrence of criminal activity; however, safety precautions should be observed at all times. The college encourages everyone to take the responsibility to help each other in situations where criminal activity occurs, and help prevent crime.

Security

Each campus has security personnel to assist in addressing security-related matters, and to whom criminal activity should be reported. If security staff members are not available, the activity should be reported to the Student Affairs Office. The local police department also should be notified of any crime. The College will assist the police in any investigation. Security staff will also escort any person to their car if desired. Students with additional questions may contact Mr. Joseph Plesek at the Gary campus.

To Report a Crime

Ivy Tech Community College is required by federal law to report the frequency of criminal activity occurring on its campuses to current and prospective students and parents upon request. Please contact the Student Affairs Office for the most recent report. Any student or prospective student who has been a victim of or a witness to a criminal activity which occurred on any college facility or property is encouraged to report this act to campus security or to the Student Affairs Office. All criminal activity should be reported accurately to college personnel and local police. Misrepresenting criminal activity or falsely reporting an incident could result in prosecution or college disciplinary action.

To Report an Accident

If a student has an accident on college property the student should report the accident to campus security or the Student Affairs Office. If a student suffers an accident or illness while attending classes the student should notify the instructor. The college will take necessary steps to intervene in a medical emergency while the student is on campus. If paramedic services or hospitalization is required the student is financially responsible.

Campus Sex Crimes Prevention Act

The federal Campus Sex Crimes Prevention Act requires state procedures to ensure that offender registration information is made available in a timely manner to law enforcement agencies with jurisdiction where institutions of higher education are located, and that it is entered into appropriate state records and data systems. Law enforcement agency information provided by the State concerning registered sex offenders may be found at the Indiana Criminal Justice Institute website located at <http://www.in.gov/cji/> or the Indiana Sheriff's Association website located at <http://www.indianasheriffs.org/default.asp>.



GLOSSARY OF TERMS

Academic Year - Year that begins with the Fall Term in August, extends through Spring Term and ends with the Summer Term the following July.

Advanced Placement - College credits earned prior to enrollment at Ivy Tech Community College of Indiana through certain examinations, such as those administered by the College Entrance Examination Board.

Assessment - Initial and subsequent evaluation of a student's abilities, to aid in placement and progress in reading comprehension, writing, English proficiency, and mathematics.

CLEP (College Level Examination Program) - General and subject exams covering material taught in college courses. Credit for courses may be granted to students who achieve specific scores on the exams.

COMPASS - Name of the computerized test used to assess a student's initial competencies in reading, writing, English and math. Scores are used during the advising process to place into appropriate level of course work.

Corequisite - A course required to be taken at the same time as another course.

Course Load - Number of credit hours a student carries in a semester.

Course Reference Number (CRN) - Course number used in Atlas for registration via the Web, telephone or assisted registration.

Degree Audit - Formal list of the courses a student has completed and still must complete in order to qualify for graduation in a specific degree program.

Drop - Procedure student uses at specific times to remove a course from his/her class schedule without penalty.

Dual Enrollment - Enrollment by a high school student in one or more courses that count for credit in both high school and college.

Fee - A financial charge for courses and services.

Graduation Application - The application a student must file in the Registrar's Office to be awarded a degree. This application must be submitted by the deadline date listed in the College Calendar.

Grant - Funds, which do not require repayment, awarded for college expenses to qualified students in financial need.

Inactive Student - a student who has not been enrolled in credit courses at Ivy Tech within the 24 months prior to the beginning of the upcoming term.

Independent Study - Capable students may acquire course credits at their own pace through non-classroom, student-faculty interaction.

International Student - A student who has entered the United States on a nonimmigrant visa, most often an individual on a student visa. Immigrants, refugees, and U.S. citizens who do not speak English as a native language are not classified as international students at Ivy Tech.

Late Registration - Registration for courses that occurs the week prior to the semester in which the courses are being taught.

Nonimmigrant Student - A student who has entered the United States on a nonimmigrant visa, most often an individual on a student visa.

Online Courses - College credit courses offered through technologies that include Internet discussion groups, e-mail, online conferences, and other Web-based instructional strategies.

Orientation - Prior to registering for courses, students new to Ivy Tech must participate in a New Student Orientation program that includes information on educational planning and college resources, student rights and responsibilities, and preparation for the initial advisement session.

Prerequisite - Course which must be satisfactorily completed before a higher-level related course can be taken.

Probation - A status given to students who fail to maintain satisfactory academic progress.

Scholarships - Financial assistance given to students for tuition and fee payment granted by donors to qualified recipients.

Semester - An academic time period for which classes meet. Fall and Spring Semesters are approximately 16 weeks each; Summer Semester is usually 8 weeks in length with a few exceptions.

SGA (Student Government Association) - Official representatives of the student body to the administration in matters concerning student life.

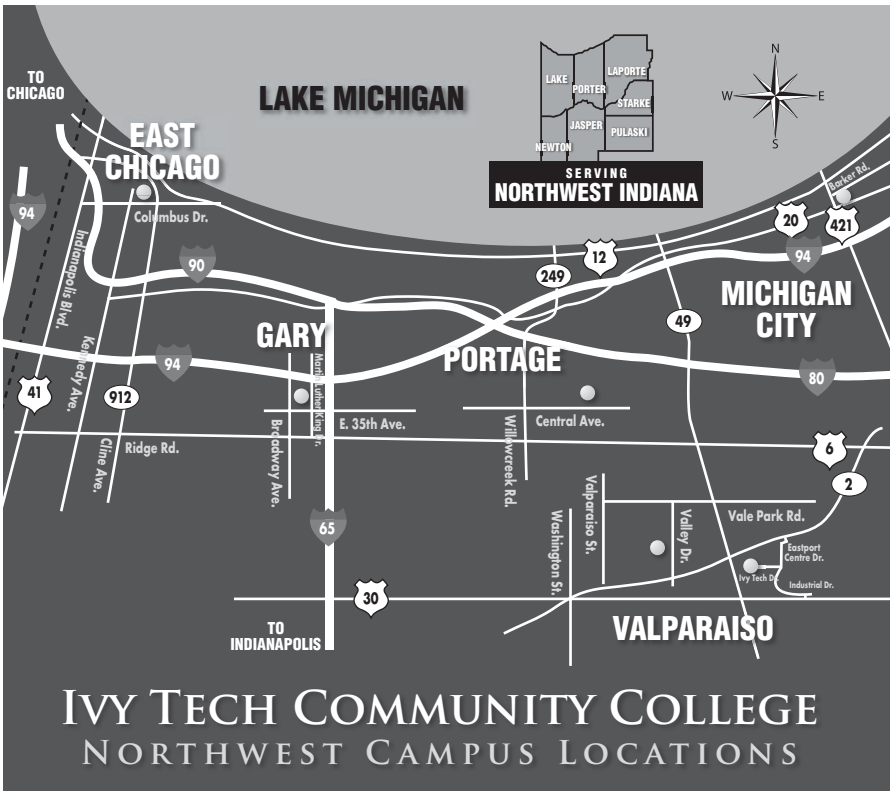
Student Activities - Various college-sanctioned projects, endeavors, contests, and functions of an extracurricular nature engaged in by students.

Suspension - Student status under which a student is not permitted to attend college for a specific period of time.

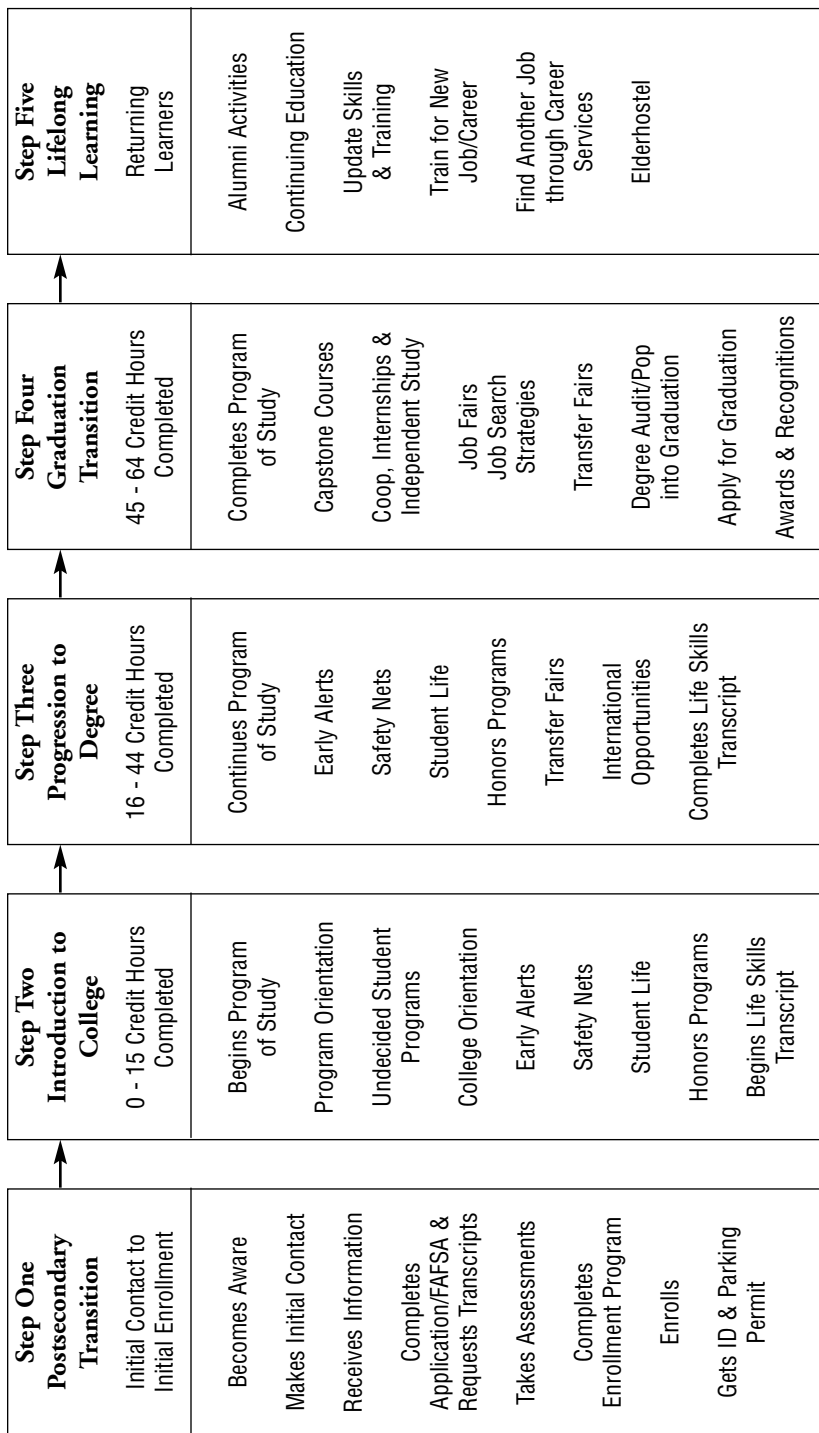
Transcript - A student's official academic record of courses.

Transfer Student - Student who attended a college or university before coming to Ivy Tech.

Transient Student - Student who takes one or more courses at Ivy Tech to apply to academic requirements at another institution or an Ivy Tech student who takes one or more courses at another institution to apply to degree requirements at Ivy Tech.



APPENDIX A: PATHWAYS TO STUDENT SUCCESS MODEL



SUMMER 2007 REFUND AND WITHDRAWAL DATES

071 - REFUND SCHEDULE FOR 8 WEEK COURSES STARTING THE WEEK OF 5/29/07 AND ENDING BY 7/23/07

FIRST CLASS MEETS:		REFUND PERIOD AND DATES		
		100%	50%	25%
Tuesday	May 29	May 29-June 1	June 4-7	June 8-13
Wednesday	May 30	May 30-June 4	June 5-8	June 11-14
Thursday	May 31	May 31-June 5	June 6-11	June 12-15
Friday	June 1	June 1-6	June 7-12	June 13-18
Monday	June 4	June 4-7	June 8-13	June 14-19

071 - REFUND SCHEDULE FOR 9 WEEK COURSES STARTING THE WEEK OF 5/21/07 AND ENDING BY 7/23/07

FIRST CLASS MEETS:		REFUND PERIOD AND DATES		
		100%	50%	25%
Monday	May 21	May 21-24	May 25-31	June 1-6
Tuesday	May 22	May 22-25	May 29-June 1	June 4-7
Wednesday	May 23	May 23-29	May 30-June 4	June 5-8
Thursday	May 24	May 24-30	May 31-June 5	June 6-11
Friday	May 25	May 25-31	June 1-6	June 7-12

071 - REFUND SCHEDULE FOR 5 WEEK COURSES STARTING THE WEEK OF 6/18/07 AND ENDING BY 7/23/07

FIRST CLASS MEETS:		REFUND PERIOD AND DATES		
		100%	50%	25%
Monday	June 18	June 18-19	June 20-21	June 22-26
Tuesday	June 19	June 19-20	June 21-22	June 25-27
Wednesday	June 20	June 20-21	June 22-25	June 26-28
Thursday	June 21	June 21-22	June 25-26	June 27-29
Friday	June 22	June 22-25	June 26-27	June 28-July 2

071 - REFUND SCHEDULE FOR 4 WEEK COURSES STARTING THE WEEK OF 6/26/07 AND ENDING BY 7/23/07

FIRST CLASS MEETS:		REFUND PERIOD AND DATES		
		100%	50%	25%
Tuesday	June 26	June 26-27	June 28-29	July 2-3
Wednesday	June 27	June 27-28	June 29-July 2	July 3-5
Thursday	June 28	June 28-29	July 2-3	July 5-6
Friday	June 29	June 29-July 2	July 3-5	July 6-9
Monday	July 2	July 2-3	July 5-6	July 9-10

SUMMER WITHDRAWAL DEADLINES - LAST DAY TO WITHDRAW, ("W" assigned):

- July 5, 2007 - For 9 week courses beginning week of May 21, 2007
- July 5, 2007 - For 5 week courses beginning week of June 28, 2007
- July 6, 2007 - For 8 week courses beginning week of May 29, 2007
- July 12, 2007 - For 4 week courses beginning week of June 26, 2007

FALL 2007 REFUND AND WITHDRAWAL DATES

Effective Fall 2007, a new course drop and refund policy is in effect. When a course is dropped by the date indicated in the schedule below, 100% of the tuition will be refund. When a course is dropped after the drop deadline, no tuition refund will be issued.

FALL REFUND SCHEDULE

Term Length:	Drop Deadline for 100% Refund:	Term begins week of:
16 weeks	8/31/2007	8/20/2007
12-15 weeks	8/29/2007	8/20/2007

For courses less than 12 weeks in length, the 100 % refund period is a specific number of calendar days, based on the length of the course, beginning on the first scheduled meeting day of the course. Courses meeting on Saturday will have the following Monday as the first day of the refund period; Saturdays and Sundays are not counted in the refund period. The length of the refund periods for courses less than 12 weeks are as follows:

Term Length:	Days for 100% Refund:
10 - 11 weeks	1st - 6th day of course
8 - 9 weeks	1st - 4th day of course
4 - 7 weeks	1st - 2nd day of course
Less than 4 weeks	1st day of course

FALL WITHDRAWAL SCHEDULE

Term Length:	Term begins week of:	Term ends as of :	Withdrawal Deadline "W" Assigned:
16 weeks	8/20/2007	12/15/2007	11/09/2007
13 weeks	8/20/2007	11/17/2007	10/19/2007
8 weeks	8/20/2007	10/15/2007	9/28/2007
6 weeks	8/20/2007	9/29/2007	9/07/2007
5 weeks	8/20/2007	9/22/2007	9/07/2007
11 weeks	9/24/2007	12/15/2007	11/09/07
10 weeks	10/01/2007	12/15/2007	11/16/2007
8 weeks	10/16/2007	12/15/2007	11/30/2007

SPRING 2008 REFUND AND WITHDRAWAL DATES

See Schedule of Classes for additional refund and withdrawal dates

SPRING REFUND SCHEDULE

Term Length:	Drop Deadline for 100% Refund:	Term begins week of:
16 weeks	1/25/2008	1/14/2008
12 - 15 weeks	1/23/2008	1/14/2008

Term Length:	Days for 100% Refund:
10 - 11 weeks	1st - 6th day of course
8 - 9 weeks	1st - 4th day of course
4 - 7 weeks	1st - 2nd day of course
Less than 4 weeks	1st day of course

SPRING WITHDRAWAL SCHEDULE

Term begins week of:	Term ends as of :	Term Length:	Withdrawal Deadline, "W" Assigned
1/14/2008	5/10/2008	16 weeks	4/11/2008
1/14/2008	3/08/2008	8 weeks	2/22/2008
3/10/2008	5/10/2008	8 weeks	4/25/2008

YEARS AT A GLANCE

2007

JANUARY	S	M	T	W	T	F	S	FEBRUARY	S	M	T	W	T	F	S	MARCH	S	M	T	W	T	F	S	APRIL	S	M	T	W	T	F	S
	7	8	9	10	11	12	13		4	5	6	7	8	9	10		4	5	6	7	8	9	10		1	2	3	4	5	6	7
	14	15	16	17	18	19	20		11	12	13	14	15	16	17		11	12	13	14	15	16	17		8	9	10	11	12	13	14
	21	22	23	24	25	26	27		18	19	20	21	22	23	24		18	19	20	21	22	23	24		15	16	17	18	19	20	21
28	29	30	31				25	26	27	28	25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28
MAY	S	M	T	W	T	F	S	JUNE	S	M	T	W	T	F	S	JULY	S	M	T	W	T	F	S	AUGUST	S	M	T	W	T	F	S
	6	7	8	9	10	11	12		3	4	5	6	7	8	9		1	2	3	4	5	6	7		5	6	7	8	9	10	11
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		15	16	17	18	19	20	21		12	13	14	15	16	17	18
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		22	23	24	25	26	27	28		19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30	31						
SEPTEMBER	S	M	T	W	T	F	S	OCTOBER	S	M	T	W	T	F	S	NOVEMBER	S	M	T	W	T	F	S	DECEMBER	S	M	T	W	T	F	S
	2	3	4	5	6	7	8		7	8	9	10	11	12	13		4	5	6	7	8	9	10		2	3	4	5	6	7	8
	9	10	11	12	13	14	15		14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
	16	17	18	19	20	21	22		21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30	25	26	27	28	29	30	23	24	25	26	27	28	29		
30															30	31					30	31									

2008

JANUARY	S	M	T	W	T	F	S	FEBRUARY	S	M	T	W	T	F	S	MARCH	S	M	T	W	T	F	S	APRIL	S	M	T	W	T	F	S
	6	7	8	9	10	11	12		3	4	5	6	7	8	9		2	3	4	5	6	7	8		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		9	10	11	12	13	14	15		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		16	17	18	19	20	21	22		20	21	22	23	24	25	26
27	28	29	30	31			24	25	26	27	28	29	30	31				27	28	29	30										
MAY	S	M	T	W	T	F	S	JUNE	S	M	T	W	T	F	S	JULY	S	M	T	W	T	F	S	AUGUST	S	M	T	W	T	F	S
	4	5	6	7	8	9	10		8	9	10	11	12	13	14		6	7	8	9	10	11	12		3	4	5	6	7	8	9
	11	12	13	14	15	16	17		15	16	17	18	19	20	21		13	14	15	16	17	18	19		10	11	12	13	14	15	16
	18	19	20	21	22	23	24		22	23	24	25	26	27	28		20	21	22	23	24	25	26		17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30				27	28	29	30	31	27	28	29	30	31										
SEPTEMBER	S	M	T	W	T	F	S	OCTOBER	S	M	T	W	T	F	S	NOVEMBER	S	M	T	W	T	F	S	DECEMBER	S	M	T	W	T	F	S
	7	8	9	10	11	12	13		5	6	7	8	9	10	11		2	3	4	5	6	7	8		7	8	9	10	11	12	13
	14	15	16	17	18	19	20		12	13	14	15	16	17	18		9	10	11	12	13	14	15		14	15	16	17	18	19	20
	21	22	23	24	25	26	27		19	20	21	22	23	24	25		16	17	18	19	20	21	22		21	22	23	24	25	26	27
28	29	30					26	27	28	29	30	31	30				23	24	25	26	27	28	29	28	29	30	31				

2009

JANUARY	S	M	T	W	T	F	S	FEBRUARY	S	M	T	W	T	F	S	MARCH	S	M	T	W	T	F	S	APRIL	S	M	T	W	T	F	S
	4	5	6	7	8	9	10		1	2	3	4	5	6	7		1	2	3	4	5	6	7		5	6	7	8	9	10	11
	11	12	13	14	15	16	17		8	9	10	11	12	13	14		8	9	10	11	12	13	14		12	13	14	15	16	17	18
	18	19	20	21	22	23	24		15	16	17	18	19	20	21		15	16	17	18	19	20	21		19	20	21	22	23	24	25
25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28	26	27	28	29	30						
MAY	S	M	T	W	T	F	S	JUNE	S	M	T	W	T	F	S	JULY	S	M	T	W	T	F	S	AUGUST	S	M	T	W	T	F	S
	3	4	5	6	7	8	9		7	8	9	10	11	12	13		5	6	7	8	9	10	11		2	3	4	5	6	7	8
	10	11	12	13	14	15	16		14	15	16	17	18	19	20		12	13	14	15	16	17	18		9	10	11	12	13	14	15
	17	18	19	20	21	22	23		21	22	23	24	25	26	27		19	20	21	22	23	24	25		16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30			26	27	28	29	30	31	26	27	28	29	30	31								
SEPTEMBER	S	M	T	W	T	F	S	OCTOBER	S	M	T	W	T	F	S	NOVEMBER	S	M	T	W	T	F	S	DECEMBER	S	M	T	W	T	F	S
	6	7	8	9	10	11	12		4	5	6	7	8	9	10		1	2	3	4	5	6	7		6	7	8	9	10	11	12
	13	14	15	16	17	18	19		11	12	13	14	15	16	17		8	9	10	11	12	13	14		13	14	15	16	17	18	19
	20	21	22	23	24	25	26		18	19	20	21	22	23	24		15	16	17	18	19	20	21		20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31						

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