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Welcome

We are so happy to have you as a member of the LEAD Peer Mentor Program team. You will have the opportunity to shape your profession and your world through guiding your mentee and building connections with local industry.

You will also be an important part of shaping this program moving forward by providing your welcome input, thoughts and insights. I look forward to working with you in the year(s) ahead.

IPFW Mission Statement

Indiana University - Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

ETCS Pillars of Success

We want to help students to be successful in meeting their educational and career goals. The following factors are combined to create a platform for student success. We provide services and direct students to resources that will address each of these vital areas.

Academic Success

Connections & Engagement

Career Development

Diversity & Inclusion

The LEAD Peer Mentor Program

Learn

Engage

Achieve

Discover
The LEAD Peer Mentor Program

Program Goals and Objectives

• Assist students in feeling more connected to the campus and their educational goals.

• Support students in developing or refining their ability to articulate and formulate plans to actively pursue and achieve their academic and career goals.

• Help students in their transition to the college environment and navigate their programs of study.

• Make students aware of the resources available to them on campus and in the community and encourage them to make use of them.

• Help students to develop or refine their study skills and time management abilities which are so important to student success.

• Inform students of the organizations and clubs that the university has to offer, help them to get involved, or even start their own club if they feel that one is needed but not offered.

• Enhance student leadership skills.

• Monitor student academic performance.

• Provide opportunities for students to build academic, social, and professional networks through seminars, events, co-curricular activities, and industry mentors.

• Foster a growth mind-set.
  We want to help students to accept that there are things they do not know and develop a toolkit of strategies and resources to help them to bridge the gap between what they do not yet know and all there is to know about themselves and their disciplines.
How Does the Program Work?

• Each mentor will be matched with their mentee(s) through the use of preference surveys so that mentee needs and mentor abilities/interests are compatible.

• The mentor/mentee ratio is typically kept to 1:2 or 1:3.

• The industry mentor to student mentor (juniors and seniors) ratio is typically 1:1.

• The program is strictly voluntary for mentors (though a one-year commitment is expected).

• Mentors will contact their mentees over the summer to introduce themselves and impart information (email, phone).

• Program evaluations are completed at the end of each semester to improve the program by the peer mentors, peer mentees, and industry mentors.
Program Participants

Mentors

- Junior and Senior students in ETCS who would like to help their fellow students navigate the university and their academic program while building valuable experience for their own resumes.

- Requirements for being a peer mentor:
  * Have earned at least Junior status with a minimum GPA of 2.75.
  * A positive attitude
  * A desire to make a positive difference in the lives of their mentees
  * Dependable (makes a commitment and follows through with it)

- Preferred Qualifications:
  * Have participated in an internship or co-operative education opportunity
  * Involvement with a professional student organization

Mentees

- Freshman and Sophomore students who want to get the most out of their experience in college through participation and collaboration, social, and professional exposure

- Requirements for being a peer mentee
  * A positive attitude
  * Willingness to fulfill the elements of the mentee experience and follow through with commitments made

Program Expectations

Expectations for Mentors

- Mentors are expected to spend approximately 3-4 hours each week in a mentoring capacity (making contacts, attending events and activities).

- Maintain a friendly, but professional demeanor and relationship with mentees.
  * Remain in contact (at least bi-weekly) with your mentees (in person, by phone, or via email).
  * Contact future mentees over the summer prior to their arrival (phone or email).
  * Any romantic or sexual relationship between mentor and mentee is not permitted, under any circumstance, as the disparity of power in these relationships often makes them vulnerable to exploitation. Engaging in such a relationship is grounds for immediate termination of employment. Please view the amorous relationship policy (http://www.purdue.edu/policies/ethics/iia1.html)

- Be available to mentees in multiple ways. Mentors should provide mentees with an email address and phone number at which to contact them. Mentors should set their own boundaries regarding the use of their phone number. For example, mentors with small children may want to establish that their mentees should not contact them by phone before or after certain times.
Expectations for Mentors Continued...

• Commit to a minimum of one full calendar year of participation in the program (communication and events during fall and spring and strictly communication over the summer).

• Attend one mentor training session as scheduled by the coordinator in the Spring semester prior to your first year in the program.

• Attend 1 mentor workshops/meetings per month as announced by the coordinator.

• Coordinate attendance at a minimum of 5 ETCS or IPFW sponsored events each semester with your mentee(s). Many events that you can choose from are included on the Events List, though other events can certainly qualify.

• Plan at least one small group social or academic activity each semester to bring all of your mentees together (in addition to the beginning of the semester Welcome Event). This activity will fulfill one of the 5 ETCS or IPFW events you will be expected to participate in.

• Complete activity report forms in a timely manner (within one week of the event).

• Work with your mentees to help them to create a list of SMART Goals for each semester that you can provide support to help them to achieve.

• Maintain mentee confidentiality in accordance with FERPA guidelines, as outlined in your training materials.

• Refer mentees to appropriate services and resources on campus and the community as needed and report concerns to the coordinator.

Expectations for Mentees

• Commit to a minimum of one full calendar year of participation in the program.

• Meet and communicate regularly with your mentor (answer all correspondence).

• Work with your mentor to create a list of SMART GOALS for each semester that the mentor can provide support to help you to achieve.

• Participate in a minimum of 5 ETCS or IPFW events each semester, including the Welcome Event and a small group event coordinated by your mentor.

• Maintain a positive attitude.

• Romantic relationships with mentors are inappropriate.

• Attend all classes. If an emergency arises please notify your professors prior to missing class or as soon as is possible.

• Assume personal responsibility for your academic and professional growth and development use your resources and follow through with suggestions/directions from your mentor.
Expectations for the Program Coordinator

• Interview, hire, and train new mentors each year.

• Match mentees and mentors based on the preference survey.

• Provide mentors with Junior or Senior class standing with opportunities to mix with industry professionals and form industry mentor relationships.

• Plan and execute the Welcome Event at the outset of each semester.

• Provide support to mentors in any way needed.
  * Provide information about appropriate resources available on campus and in the community.
  * Address any concerns brought forward by mentees or mentors.
  * Provide lists of ETCS/IPFW events mentors can plan to attend with their mentees.

• Provide and process the end of semester assessments completed by the mentors and mentees and adjust the program accordingly.

• Be available to be reached Monday - Friday from 8am to 5pm through a variety of methods so as to provide support for mentors and mentees in the program.

Coordinator Contact Information

Sara Thomas, LEAD Peer Mentor Program Coordinator
thomassm@ipfw.edu
(260) 481-6391
Office: ET 243A (in the Dean’s Suite, first door on the left)
Training Objectives

• Clearly explain the LEAD Peer Mentor Program and what we are attempting to accomplish through the program.

• Clearly articulate the expectations for the Peer Mentors in regard to their mentees and in their role as mentee to an industry professional (senior year).

• Discuss some potential mentoring scenarios and how to properly address them.

• Provide all necessary forms, and resources to help mentors to be successful in assisting their mentee(s).

• Allow mentors to get to know one another and the program coordinator a little better.

• Answer any, and all, questions regarding the program.

Skills for Effective Mentors

• Active Listening

• Asking open-ended questions to draw your mentees into a conversation

• Maintaining patience and positivity

• Offering praise when it is warranted

• Being genuine and honest in all interactions

• Helping when you can but recognizing your own limitations and when to refer mentees to resources more qualified to help them.

• Guiding mentees through the process of determining how to solve their own problems. This helps instill in them a sense of agency and self-efficacy

• Seeking an understanding of your mentee’s goals and help them to formulate a plan to achieve them

• Sharing personal experiences and strategies used which may be helpful to your mentees (to the extent to which you feel comfortable)

• Monitoring your mentee’s progress toward achieving established goals during meetings and events
## Six Key Dimensions for Mentors

These six dimensions can, and should, be combined to form the basis for an effective and successful mentoring relationship.

### 6 Key Mentoring Dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Essential Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship Emphasis</strong></td>
<td>Shows a genuine interest in getting to know the mentee as a person. Establishes a relationship based on mutual respect and trust by respecting the needs of the mentee and seeking opportunities to help the mentee to achieve goals.</td>
<td>Sharing/reflecting, empathetic listening, asking open-ended questions.</td>
</tr>
<tr>
<td><strong>Informative Emphasis</strong></td>
<td>Directly requests detailed information and offers specific suggestions about current plans and progress. Offers advice that is individualized to each mentee’s goals.</td>
<td>Learning facts about plans/progress, providing tailored/accurate knowledge, avoiding “quick fixes” to find real answers</td>
</tr>
<tr>
<td><strong>Facilitative Focus</strong></td>
<td>Assists the mentee in thoroughly exploring their own interests, abilities, and goals. Introduces alternative views and options.</td>
<td>Exploring interests/abilities/ideas, revealing other views and discussing decisions</td>
</tr>
<tr>
<td><strong>Confrontive Focus</strong></td>
<td>Respectfully challenges mentee’s explanations for or avoidance of decision, actions, and responsibility for self.</td>
<td>Probing, respecting decisions, providing insight into unproductive strategies, evaluating the need to change methods or thought processes, and reinforcing positive potential for growth</td>
</tr>
<tr>
<td><strong>Mentor Model</strong></td>
<td>Shares life experiences and feelings as a role model to personalize and enrich the relationship and motivate.</td>
<td>Disclosing life experiences, personalizing the relationship, expressing view of appropriate risk taking and encouraging taking actions to achieve goals.</td>
</tr>
<tr>
<td><strong>Protege Vision</strong></td>
<td>Encourages mentees to utilize critical thinking skills when envisioning their future and striving to reach the highest point of their capability. Encourages taking initiative.</td>
<td>Thinking critically about the future, realizing potential, exploring options, carefully thinking through vital decisions leading to confidence in those decisions.</td>
</tr>
</tbody>
</table>

Mentor Participation Agreement

The mentors of the LEAD Peer Mentor Program are committed to helping first and second year students to successfully navigate the college experience, acting as a guide in balancing life and school, aiding students in getting involved in programs and organizations that will make them more marketable for co-operative education opportunities and their job search. We are delighted you have chosen to take part and look forward to working with you.

The following is a list of the expectations we have for you as a mentor in the program:

1) Commit to at least one full calendar year of participation in the program to include communication and events over the school year and communication with your mentees over the summer via email or phone.

2) Attend the Peer Mentor Program Welcome event at the beginning of each semester.

3) Guide your mentees in clearly determining and articulating their academic, personal, and career goals and developing the skills to achieve them.

4) Coordinate attendance at a minimum of 5 ETCS or IPFW sponsored events with a mentee per semester, as outlined in the manual. This includes the group social or academic event you will organize and participate in with all of your mentees.

5) Remain in close contact with your mentees. Contact each of your mentees either in person, by phone, or by email at least once every two weeks during the school year. You will also be expected to contact them over the summer at least once every two weeks by phone or email.

6) Attend mentor workshops/meetings once per month as announced by the coordinator.

7) Complete and submit activity report forms in a timely manner, as discussed in the manual.

8) Maintain confidentiality in accordance with FERPA guidelines.

9) Refer mentees to services and resources on campus and in the community.

10) Report concerns to the program coordinator.

11) Maintain a positive attitude.

12) Participate in program evaluations at the end of each semester to ensure a quality experience in the program.

I have read, understand, and agree to fulfill my responsibilities as a Peer Mentor.

____________________________________________  ________________________
Student Mentor Signature    Date
Mentee Participation Agreement

The mentors of the LEAD Peer Mentor Program are committed to helping first and second year students to successfully navigate the college experience, acting as a guide in balancing life and school, aiding students in getting involved in programs and organizations that will make them more marketable for co-operative education opportunities and their job search. We are delighted you have chosen to take part and look forward to working with you.

The following is a list of the expectations we have for you as a mentee in the program:

1) Commit to at least one full calendar year of participation in the program to include communication and events over the school year and communication with your mentor over the summer via email or phone.

2) Attend the Peer Mentor Program “Welcome Event” at the beginning of each semester.

3) Work with your mentor to determine and articulate your academic, personal, and career goals and follow the suggestions made to you by your mentor (speak with your professor, attend a tutoring session, attend a networking event, etc.) to help you to achieve these goals.

4) Assume personal responsibility for your academic and professional growth and development – use your resources.

5) Attend ALL class sessions and complete all assigned work (the fastest way to fail a class is to fail to participate). If an emergency arises that will cause you to miss classes notify your professors prior to class or as soon as is possible.

6) Attend at least 5 ETCS or IPFW events with your mentor per semester, as outlined in the manual.

7) Remain in close contact with your mentor and make your mentor aware of any questions, concerns, or possible stumbling blocks in your journey so that the mentor can help you to navigate them.

8) Permit the LEAD Peer Mentor program coordinator to monitor your academic performance.

9) Participate in program evaluations at the end of each semester to ensure a quality experience in the program.

10) I understand that I can request to be assigned to a different peer mentor if my current mentor and I are unable to work together effectively for any reason.

I have read the above and I understand and agree to fulfill my responsibilities as a Peer Mentee.

_________________________________________________  __________________________
Student Mentee Signature      Date

_________________________
(initial here) I give my permission for the coordinator of the Peer Mentor Program to print a copy of my schedule for my mentor (for scheduling purposes).
Peer Mentor Matching Survey Elements

Major:

Expected Graduation Date:

Favorite activities:

Please indicate the areas with which you would feel comfortable assisting your mentees.

**Academic Needs**
- Developing SMART Goals
- Time Management
- Test Preparation Strategies
- Test-Taking Strategies
- Study Skills
- Note-Taking (lecture)
- Note Taking (text and readings)
- Approaching Faculty Members for assistance
- Reviewing homework assignments
- Help with specific concepts within the discipline

**Personal and Social Needs**
- Transitioning into the college experience
- Developing a clear sense of purpose at the institution
- Balancing life responsibilities
- Accessing resources to support the student in overcoming personal challenges
- Learning to interact more socially
- Finding and joining organizations/clubs on campus that match student interests
- Developing leadership skills
- Building multicultural awareness and appreciation

**Work and Career Needs**
- Determining student areas of strength in reference to occupation
- Matching interests and skills to potential majors of interest
- Assist the student in connecting what is learned in the classroom and experiential learning opportunities with their use in the field they have chosen
- Developing/improving resume writing skills
- Increasing knowledge and confidence regarding job interviews
- Learning how to network and seek out a career mentor

This will be completed and submitted via a Qualtrics survey on the Blackboard site.
Peer Mentee Matching Survey Elements

Major:

Expected Graduation Date:

Favorite activities:

Please indicate the areas with which you would appreciate assistance from your mentor.

**Academic Needs**
- [ ] Developing SMART Goals
- [ ] Time Management
- [ ] Test Preparation Strategies
- [ ] Test-Taking Strategies
- [ ] Study Skills
- [ ] Note-Taking (lecture)
- [ ] Note Taking (text and readings)
- [ ] Approaching faculty members for assistance
- [ ] Reviewing homework assignments
- [ ] Help with specific concepts within the discipline

**Personal and Social Needs**
- [ ] Transitioning into the college experience
- [ ] Developing a clear sense of purpose at the institution
- [ ] Balancing life responsibilities
- [ ] Accessing resources to support the student in overcoming personal challenges
- [ ] Learning to interact more socially
- [ ] Finding and joining organizations/clubs on campus that match student interests
- [ ] Developing leadership skills
- [ ] Building multicultural awareness and appreciation

**Work and Career Needs**
- [ ] Determining student areas of strength in reference to occupation
- [ ] Matching interests and skills to potential majors of interest
- [ ] Assist the student in connecting what is learned in the classroom and experiential learning opportunities with their use in the field they have chosen
- [ ] Developing/improving resume writing skills
- [ ] Increasing knowledge and confidence regarding job interviews
- [ ] Learning how to network and seek out a career mentor

**Other Needs**
Please let us know about any other qualities or characteristics regarding a mentor that are important to you (examples – particular gender, family status, work status, particular identity, age, straight from high school, returning adult, etc.) and we will attempt to accommodate your preferences.

This will be completed and submitted via a Qualtrics survey.
**Activity Report Form**

Mentors are expected to complete and submit this form upon participation in each of the 5 semester events they attend with their mentee(s). Please return the form, with the appropriate signatures, to the Program Coordinator in ET 243A as soon after participation as possible.

Mentor’s Name: ____________________________________________________________

Event Attended: ____________________________________________________________

Date of the Event: _______________     Time of the Event: _______________

Location of the Event: _______________________________________________________

Please list each mentee in attendance at the event and ask each to sign and date the form.

1. _______________ ___________________________  ___________
   Mentee Name (please print)  Mentee Signature                   Date

2. _______________ ___________________________  ___________
   Mentee Name (please print)  Mentee Signature                   Date

3. _______________ ___________________________  ___________
   Mentee Name (please print)  Mentee Signature                   Date

4. ________________________ ___________________________  ___________
   Mentor Signature                             Date

Please provide an event summary in which you describe the purpose of the event (academic, social, or career focused) and why you chose to attend this event with this particular mentee (relate to mentee goals). Please include your perception of your mentee(s) participation and the helpfulness of the event. Please write (legibly) on the extra sheet provided or type and attach your summary to the form. *This section can be completed after obtaining your mentees’ signatures.*
## Campus Resources

### Academic/Career Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td></td>
<td>260-481-6812</td>
</tr>
<tr>
<td>Co-operative Education</td>
<td>NF 337</td>
<td>260-481-6939</td>
</tr>
<tr>
<td>CASA Tutoring</td>
<td>KT G19</td>
<td>260-481-5740</td>
</tr>
<tr>
<td>Career Services</td>
<td>KT 109</td>
<td>260-481-0689</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>WU 111</td>
<td>260-481-6601</td>
</tr>
<tr>
<td>Helmke Library</td>
<td>LB</td>
<td>260-481-6512</td>
</tr>
<tr>
<td>Math Mall (associated w/ CASA)</td>
<td>KT G38</td>
<td>260-481-6821</td>
</tr>
<tr>
<td>Diversity and Multicultural Affairs</td>
<td>WU 118</td>
<td>260-481-6608</td>
</tr>
<tr>
<td>Student Success in Transitions</td>
<td>KT 109</td>
<td>260-481-6595</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>WU 113</td>
<td>260-481-6657</td>
</tr>
<tr>
<td>Testing Services</td>
<td>KT 232</td>
<td>260-481-6600</td>
</tr>
<tr>
<td>TRIO Student Support Services</td>
<td>KT G25</td>
<td>260-481-6881</td>
</tr>
<tr>
<td>Center for Women and Returning Adults</td>
<td>WU120</td>
<td>260-481-4140</td>
</tr>
<tr>
<td>21st Century Scholars</td>
<td>WU 118</td>
<td>260-481-6438</td>
</tr>
<tr>
<td>The Help Corner</td>
<td>ET 120 &amp; ET 151</td>
<td>260-481-6904 (Student Success Center)</td>
</tr>
</tbody>
</table>

### Financial Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bursar</td>
<td>KT G57</td>
<td>260-481-6824</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>KT 103</td>
<td>260-481-6820</td>
</tr>
</tbody>
</table>
### ETCS Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil and Mechanical Engineering (CME)</td>
<td>ET 321</td>
<td>260-481-6965</td>
</tr>
<tr>
<td>Electrical and Computer Engineering (ECE)</td>
<td>ET 327</td>
<td>260-481-6362</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>ET 205</td>
<td>260-481-6338</td>
</tr>
<tr>
<td>Computer Science</td>
<td>ET 125</td>
<td>260-481-6803</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>NF 288</td>
<td>260-481-6421</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>ET 233</td>
<td>260-481-6904</td>
</tr>
</tbody>
</table>

### Health, Wellness, and Safety Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPFW Center for Healthy Living Campus Clinic</td>
<td>WU234</td>
<td>260-481-5748</td>
</tr>
<tr>
<td>Student Assistance Program (Counseling Services)</td>
<td>WU 113</td>
<td>260-481-8060 or 800-721-8809</td>
</tr>
<tr>
<td>Campus Safety/Info Desk</td>
<td>WU 129</td>
<td>260-481-6611</td>
</tr>
<tr>
<td>University Police</td>
<td>SSB 108</td>
<td>260-481-6827</td>
</tr>
</tbody>
</table>

### Student Life/ETCS Student Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life</td>
<td>WU 201</td>
<td>260-481-6609</td>
</tr>
<tr>
<td>American Society of Mechanical Engineers (ASME) – IPFW chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Society of Civil Engineers (ASCE) – IPFW chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Electrical and Electronics Engineers (IEEE) – IPFW chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society of Women Engineers (SWE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Community Resources

### 24 Hour Emergency Assistance

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/Drug Help Line (24 hours)</td>
<td>Phone: 800-234-0420</td>
</tr>
<tr>
<td>Park Center</td>
<td>Phone: 260-481-2700</td>
</tr>
<tr>
<td>Parkview Hospital (North)</td>
<td>Phone: 260-627-4000</td>
</tr>
<tr>
<td>St. Joseph’s Behavioral Health</td>
<td>Phone: 260-425-3606</td>
</tr>
<tr>
<td>Parkview State Street</td>
<td>Phone: 260-373-4000</td>
</tr>
<tr>
<td>St. Joe Hospital</td>
<td>Phone: 260-425-3000</td>
</tr>
<tr>
<td>Lutheran Hospital</td>
<td>Phone: 260-435-7001</td>
</tr>
</tbody>
</table>
| Ft. Wayne Police Crisis Intervention Team (911-Ask for CIT Officer) | Non-Emergency: Phone: 260-427-1222  
|                                                    | Emergency: Phone: 911  |
| Crisis (Distress Center)                          | Phone: 211             
|                                                    | 24-Hour Information: 260-470-8787 |

### Counseling Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park Center</td>
<td>Phone: 260-481-2700</td>
</tr>
<tr>
<td>Northeastern Center (Angola)</td>
<td>Phone: 260-665-9494</td>
</tr>
<tr>
<td>Northeastern Center (Auburn)</td>
<td>Phone: 260-925-2453</td>
</tr>
<tr>
<td>Northeastern Center (Kendallville)</td>
<td>Phone: 260-347-2453</td>
</tr>
</tbody>
</table>
| Catholic Charities               | Phone: 260-439-0242    
|                                  | Toll Free: 800-686-7459|
| Family and Children's Services   | Phone: 260-744-4326    |
| Lutheran Social Services         | Phone: 260-426-3347    |
### Community Resources cont...

#### Sexual Health Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape Crisis Hotline</td>
<td>260-426-RAPE (7273)</td>
</tr>
<tr>
<td>Sex Assault Treatment Center</td>
<td>260-425-3332</td>
</tr>
<tr>
<td>A Hope Center</td>
<td>260-422-3544</td>
</tr>
</tbody>
</table>

#### Domestic Violence Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMCA</td>
<td>800-441-4073</td>
</tr>
<tr>
<td>Turning Point Domestic Violence Services</td>
<td>800-221-6311</td>
</tr>
<tr>
<td>National Domestic Violence Hotline</td>
<td>800-799-7233</td>
</tr>
<tr>
<td>Rape Crisis Hotline</td>
<td>260-426-RAPE</td>
</tr>
<tr>
<td>Fort Wayne Women's Bureau</td>
<td>260-426-7273</td>
</tr>
</tbody>
</table>

#### Psychiatrists/Psychologists

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Psychiatric Services</td>
<td>260-490-8110</td>
</tr>
<tr>
<td>Fort Wayne Psychiatry</td>
<td>260-484-1312</td>
</tr>
<tr>
<td>Park Center</td>
<td>260-481-2700</td>
</tr>
<tr>
<td>Parkview Hospital</td>
<td>260-373-7500</td>
</tr>
<tr>
<td>St. Joseph Behavioral Health</td>
<td>260-425-3606</td>
</tr>
<tr>
<td>Community Resources cont...</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Other Referral Resources</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone/Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholics Anonymous</td>
<td>260-471-6262</td>
</tr>
<tr>
<td>Alliance for the Mentally Ill (support for family members)</td>
<td>260-483-1190</td>
</tr>
<tr>
<td>First Call for Help</td>
<td>260-744-0700</td>
</tr>
<tr>
<td>IPFW/Parkview Student Assistance Program (Personal Counseling)</td>
<td>260-373-8060, 800-721-8801, Room 210</td>
</tr>
<tr>
<td>Joanne B. Lantz Counselor Education Clinic</td>
<td>260-481-5405, 5479</td>
</tr>
<tr>
<td>Mental Health Association</td>
<td>260-422-6441</td>
</tr>
<tr>
<td>The Associated Churches Food Bank System</td>
<td>A church and community partnership that works for Fort Wayne and Allen County. The Food Bank is here to provide food assistance to needy Allen County residents in the neighborhoods they live. Clients must abide by the guidelines of the Food Bank Systems.</td>
</tr>
<tr>
<td>IPFW Weight Management Resources</td>
<td>260-481-6655</td>
</tr>
<tr>
<td>Gamblers Anonymous</td>
<td>260-482-3723</td>
</tr>
<tr>
<td>Cocaine Anonymous</td>
<td>260-460-4739</td>
</tr>
<tr>
<td>We the Living (Suicide Survivors)</td>
<td>260-387-6934</td>
</tr>
<tr>
<td>IPFW Parkview Employee Assistance Program</td>
<td>260-373-8060, 800-721-8809</td>
</tr>
</tbody>
</table>
Searching for and Registering for Classes

1). From the IPFW home page, Select “Browse Classes.”

2). Select the semester you are searching for, and select the subject. Click “view class schedule.”

3). A list of all classes in that subject will appear. Once you decide on the class/section you want to take, write down the 5-digit “CRN” number. **Repeat this step for each course you wish to register for.
4). From your myIPFW, "ENROLLMENT" tab, select "Registration, Add/Drop."

5). Select the upcoming term, and click submit.

6). Enter all 5-digit CRN numbers in which you wish to enroll in the boxes at the bottom of the page, then click submit changes.
Instructions for the First Meeting

While you have been in contact with your mentees over the summer the first time you meet in person may very well be at the Welcome Event at the beginning of fall semester. There will be a meet-and-greet at the beginning of the event to give you and your mentees time to get to know one another better. The following areas should be addressed during this time:

- Keep it light. This should be a relaxed and happy meeting. This is important because the first face-to-face interaction that you have with someone can set the tone for your relationship moving forward. Make sure to interact with your mentees in a friendly, but appropriate, way so that they can feel comfortable in partnering with you. Share as much information about yourself as you feel comfortable sharing and attempt to engage your mentees to share about themselves as well.

  o Information that you might like to share
    - Name you prefer to be called and your preferred pronouns
    - Education information including major, year, classes you are taking, internship or co-op participation
    - Why you wanted to join the program
    - What you like to do in your spare time (music, movies, sports, arts, activities preferences)
    - Provide your contact information
    - Make your boundaries clear regarding calls (individual to each mentor’s life circumstances). – Bear in mind that mentors should be available at least during normal business hours whenever possible.

  o Information you might seek from your mentees
    - Their preferred name and pronouns
    - Why they chose the field they are majoring in
    - Have they consider co-ops or internships? Where would they like to do them?
    - What they want to get out of being a part of the program
    - What they like to do in their spare time (music, movies, sports, arts, activities preferences)
    - Contact information (email and phone)

- It is important that you set regular times to meet with each of your advisees early. Doing so at the outset will be helpful in planning.

- Discuss some of the events that will occur throughout the semester and begin the discussion as to which you and your mentee(s) might be interested in and able to attend. Plan the small group activity you and all of your mentees will participate in. Holding this activity early in the semester can be helpful in building rapport and sense of community among and with your mentees.
Instructions for the Second Meeting

Your second meeting with each of your mentees should be an individual meeting. This will allow you to gain a further understanding of what your partnership will need to look like.

You should utilize the Peer Mentor and Peer Mentee Matching surveys that you each took as a launching point to have a discussion with your mentee regarding what that mentee is looking to get out of the program.

- Assist the mentee in developing a set of four short-term SMART goals to complete by the end of the semester and one long-term SMART goal, which the short-term goals can help them to achieve. (See Appendix for description)

1. _____________________________________________
   _____________________________________________
   _____________________________________________

2. _____________________________________________
   _____________________________________________
   _____________________________________________

3. _____________________________________________
   _____________________________________________
   _____________________________________________

4. _____________________________________________
   _____________________________________________
   _____________________________________________

Long-term Goal

1. _____________________________________________
   _____________________________________________
   _____________________________________________

These goals should be revisited at Mid-term to determine if appropriate progress is being made and if any assistance is needed for the student to make the necessary progress.
1. **What is FERPA?**
   a. Family Educational Rights and Privacy Act

2. **Why do I need to know about FERPA?**
   a. IPFW and all its employees are required to comply with this federal law.

3. **What does FERPA do?**
   a. Provides students the following guarantees regarding the access and confidentiality of their education records:
      i. Right to access all their education records, except
         1. Parent’s financial information
         2. Information about other students
         3. Confidential information if they waive their right to access
      ii. Right to inspect and challenge education record contents
      iii. Right to control disclosure of education record contents, unless a specific exemption applies

4. **When do I need to take FERPA into consideration?**
   a. Answering a student’s questions about their performance or records
   b. Answering a parent or spouse’s questions about a student’s performance or records
   c. Answering questions posed by a non “School Official” about a student’s performance or records
   d. Releasing student information to other “School Officials”
   e. Sharing Directory Information within a class: attendance, peer grading, posting grades, sharing email addresses, multi-party emails
   f. Writing recommendations

5. **Definitions to know:**
   a. Am I a “School Official”?
      i. Faculty (including adjunct), staff, administration, student workers, coaches, contractors, consultants, volunteers – any individual providing an institutional service or function is a “School Official”
      ii. School officials have no inherent rights to access a student’s educational records. They may access them if they have a “need to know” or a “legitimate educational interest”.
   b. What is a “need to know” or “legitimate educational interest”?
      i. FERPA allows each institution to establish its own definition of a “Legitimate Educational Interest”. At IPFW, the definition is the school’s official “need to know” in order to:
         1. Perform an administrative task outlined in the official’s position description or contract;
         2. Perform supervisory or instructional task directly related to the student’s education; or
         3. Perform a service or benefit for the student such as counseling, student job placement, or student financial aid
         4. For example, pertinent faculty with a legitimate educational interest may be notified when a student has admitted to plagiarism.
      ii. The FERPA Compliance Office will generally defer to the college’s determination that disclosure is within the job responsibility of the person to whom the information was disclosed.
   c. Who is a “Student”?  
      i. An individual who is receiving or has received instruction in an on or off-campus program, including an activity that is evaluated toward a grade such as a co-op program, an academic internship, or a student exchange program.
i. The individual can be attending in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom.

ii. The term does not apply to an individual prior to or subsequent to an individual’s period of attendance at the college such as an applicant for admission, an alumnus, or a postgraduate intern in another institution.

iii. The definition includes all credit and non-credit, degree or non-degree seeking students of all ages.

iv. An individual acquires FERPA rights at the time they become a student and keeps those rights until they are deceased.

b. What is an “Education Record”?

i. With certain exceptions, all records identifying students maintained by IPFW in any medium including handwritten, print, tape, film, microfilm/fiche, or any form of electronic data storage.

ii. Education records are NOT:
   1. “Sole Possession” records
   2. Law enforcement records maintained by Police & Safety
   3. Medical records
   4. Employment records, except records of individuals employed as a result of their status as students are education records – example Work Study

c. What are “Sole Possession” records

i. Any personal record you maintain in your capacity as an IPFW employee, which is:
   1. Made by you as a personal memory aid
   2. Kept in your sole possession, and
   3. Never revealed or made available to any other person except your temporary substitute.

d. What is “Directory Information” at IPFW

i. Student Name
ii. Class Standing
iii. College/School/Division
iv. Major field of study
v. Dates of attendance
vi. Degrees & Awards
vii. Recognized student activities, sports, athletics information
viii. Current enrollment status
ix. Address and telephone number

e. “Directory Information” does NOT include

i. Race
ii. Gender
iii. Social Security Number
iv. Student ID#
v. Grades
vi. Grade Point Average (GPA)
vii. Country of Citizenship
viii. Religion
FERPA Practice Quiz

Question 1
If a student's parent calls asking how a student is doing in a class, can you give out that Information?

Yes | No

Question 2
You receive a call from a recruiting firm asking for names and addresses of students with a GPA of 3.0 or better. They say they have good job information for these students. Can you help these students get jobs by giving out this information?

Yes | No

Question 3
A person comes to the College of Engineering, Technology, and Computer Science office with a letter containing a signature that gives consent to release the transcript of a student. Do you give the transcript to them?

Yes | No

Question 4
You receive a phone call from the local police department indicating that they are trying to determine whether a particular student was in attendance on a specific day. Since they are in the middle of an investigation are you allowed to give them this information?

Yes | No

Question 5
You get a frantic phone call from an individual who says the he is a student's father and must get in touch with her immediately because of a family emergency. Can you tell him when and where her next class is today?

Yes | No

Question 6
Is it wrong for professors to leave graded exams, papers, etc. outside their office for students to pick up?

Yes | No

Question 7
An unauthorized person retrieves information from a computer screen that was left unattended. Under FERPA, is the institution responsible?

Yes | No
IPFW Policies

Grading Policies

Basis of grades. Your instructor is responsible for explaining to you, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. You will be assigned a grade in each course at the close of the session. You are responsible for the completion of all required work in each course by the time of the last scheduled class meeting or other deadline set by the instructor, unless you have officially withdrawn from the course, or unless you and the instructor have agreed that a grade of Incomplete (I) is warranted. Note: Plus/Minus grades may be assigned beginning fall 2008.

Semester Grades. The following grades may be assigned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>4.0 x Semester Hours</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 x Semester Hours</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 x Semester Hours</td>
</tr>
<tr>
<td>B</td>
<td>3.0 x Semester Hours</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 x Semester Hours</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 x Semester Hours</td>
</tr>
<tr>
<td>C</td>
<td>2.0 x Semester Hours</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 x Semester Hours</td>
</tr>
<tr>
<td>D+</td>
<td>1.3 x Semester Hours</td>
</tr>
<tr>
<td>D</td>
<td>1.0 x Semester Hours</td>
</tr>
<tr>
<td>D-</td>
<td>0.7 x Semester Hours</td>
</tr>
<tr>
<td>F</td>
<td>Failure or unauthorized discontinuance of class attendance; no credit.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. A temporary record of passing work that (1) was interrupted by circumstances beyond the student’s control, or (2) represents satisfactory work-in-progress in an independent-study or self-paced course.</td>
</tr>
<tr>
<td>IF</td>
<td>Unremoved incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.</td>
</tr>
<tr>
<td>NC</td>
<td>Completion of the course as an auditor; carries no credit.</td>
</tr>
</tbody>
</table>
NP  Not passing grade when enrolled under the P/NP enrollment option. Purdue University students who receive this grade will have a grade of N recorded on official transcripts.

P  Passing grade. Under the P/NP option, equivalent to a grade of A+, A, A-, B+, B, B-, C+, C or C-.

S  Satisfactory, credit. Awarded by the registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental/divisional examination, or another award of special credit, or completion of a 0-credit course. Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits.

W  Withdrew. A record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week.

Pass/not-pass (P/NP) option. The P/NP grade option provides a limited opportunity for you to take “free electives” with minimal concern for the grades you earn. You must fulfill the same requirements as others enrolled in courses for which you elect this alternative. Instructors are not advised that you have registered for their courses under this option.

Your use of this option is subject to the three general limitations listed below. However, your college/school/division or department may impose additional restrictions.

- You may not elect this option for courses that fulfill specific graduation requirements other than total number of credits (i.e., only for “free-elective” courses).
- You may not elect this option for more than 20 percent of the credits required for graduation.
- You may not elect this option for any course in which you have already earned a grade of A, B, C, D, or F.

If you earn a grade of A, B, or C under this option, it will be changed to a grade of P by the registrar and posted to your transcript. However, if you are enrolled at IPFW as an Indiana University student, grades of D or F that you earn under this option will be posted to your transcript without change. If you are enrolled at IPFW as a Purdue University student, grades of D or F that you earn under this option will be changed by the registrar to a grade of NP and will be posted to your official transcript as a grade of N. Grades of P and NP (or N) are not used in the computation of your GPA.

Incomplete. A grade of I may be granted to students (1) who are unable to complete specific course requirements for clearly unavoidable, nonacademic reasons (such as extended illness or relocation) and (2) whose work has been of passing quality up to that time. A grade of I will not be considered as an alternative to an anticipated low grade in a course. Certain IPFW colleges/schools/divisions or departments impose additional limitations on the use of I grades.
An instructor who reports a grade of I must provide the registrar’s office with a form specifying (1) the reason for the incomplete, (2) the requirements for completing the course, (3) the grade earned for the course to date, and (4) the specific time limit, not to exceed one calendar year, allowed for completing the course.

An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the time specified. Given extenuating circumstances, the initial time limit may be extended for a period not to exceed one additional calendar year if approved by the instructor and the instructor’s dean/division director, and if the registrar’s office is notified before the expiration of the original time limit.

The registrar’s office changes the “I” to a grade of IF unless you graduate or remove the incomplete within the time allowed. If you are enrolled at IPFW as an Indiana University student and receive an IF grade, a grade of F is recorded on your official transcript. If you re-enroll in the same course while the “I” is still on your record, and the course is not repeatable for credit, the original grade of I remains on your official transcript.

If you transfer resident credit for a course in which you received an incomplete, you will have the grade of I recorded on your academic record for up to one calendar year from the date of admission to IPFW. At the end of this period, if you have not graduated or provided evidence that the incomplete has been replaced with a permanent grade, the registrar’s office will change the incomplete to IF.

**Final grade report.** Your complete record for the session and your cumulative GPA are reported to you, your major department, and your college/school/division.

**Changes of grade.** An instructor who discovers within 30 days of the grade-processing deadline that a grade reported for you was in error, he or she must promptly submit to the registrar a statement, countersigned by the instructor’s department chair or division director, of the circumstances of the error and of the change to be incorporated in future GPAs. Correction of errors after this time requires the additional approval of the instructor’s dean/director.

The registrar will inform you, the department chair/division director, and the dean of the change of grade.

You may seek a change of grade through the grade-appeals procedure (see 18. Grade Appeals).

You may retake any course. Unless the course is described in this *Bulletin* or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated into graduation GPA calculations.
**Academic Standing Policies**

**Good standing.** For purposes of reports and communication to other institutions, and in the absence of any further qualifications of the term, you are considered in “good standing” unless you have been dismissed, suspended, or dropped from IPFW and not readmitted.

**Academic recognition.** At the conclusion of each fall or spring semester (but not any summer session), the registrar indicates which students are eligible for the following academic recognitions:

Semester Honors List for (1) having at least 6 credits included in the semester GPA, (2) achieving at least a 3.50 semester GPA, and (3) achieving at least a 2.00 graduation GPA.

Dean’s List for (1) having at least 12 credits included in the graduation GPA, (2) having at least 6 credits included in the semester GPA, (3) achieving at least a 3.50 graduation GPA, and (4) achieving at least a 3.00 semester GPA.

If you have earned academic recognition for either of the two previous semesters, your achievements will be recognized at the annual Honors Convocation and appropriately noted on your academic records.

**Recognition of completion in the Honors Program.** If you are certified by the Honors Program Council as having completed the requirements of the Honors Program, an appropriate academic record notation is made.

**Academic probation, dismissal, and readmission.** The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards that become effective upon publication in the *Bulletin* or its supplement. If you are dismissed from a program for failure to meet the higher standards imposed by an academic unit, you must be accepted into another program before registering for a subsequent academic session.

**Probation.** You are placed on probation and are so notified by the university whenever your semester or cumulative GPA at the end of any regular semester is less than the minimum standards specified in the following table:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Semester GPA</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Junior</td>
<td>2.00</td>
<td>2.00</td>
</tr>
<tr>
<td>Senior</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>
An appropriate notation will be made on your academic record. Any grade change will require recalculation of your probation status. You are removed from probation upon achieving the minimum semester and cumulative GPA in the above table.

**Dismissal.** If you are on probation, you will be notified of dismissal by the university if, at the end of any regular semester, you (1) earn failing grades in 6 or more credits for that semester, or (2) do not meet the minimum cumulative GPA requirements in the following table:

GPA Levels for Dismissal

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1.30</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1.50</td>
</tr>
<tr>
<td>Junior</td>
<td>1.70</td>
</tr>
<tr>
<td>Senior</td>
<td>1.90</td>
</tr>
</tbody>
</table>

An appropriate notation will be made on your academic record. Any grade change will require recalculation of your dismissal status.

**Readmission.** If you have been dismissed from IPFW or any other campus of Indiana University or Purdue University, you may not enroll at IPFW until one fall or spring semester has passed. Thereafter, you may be readmitted according to the procedures specified by the IPFW college/school/division into which you are seeking readmission.

If you have been dismissed from IPFW with fewer than 12 credit hours attempted in courses with GPA-related grades since your admission or readmission, you may be eligible for immediate readmission to the division/department from which you were dismissed and be exempted from the procedures and fees normally associated with readmission.

All readmissions are into probationary status. An appropriate notation will be made on your academic record.
Academic Honesty Policies

Policy. Academic honesty is expected of all students. You are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another’s cheating.

Your instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and for applying methods of teaching, examination, and assignments that discourage student dishonesty. If necessary, your instructor will explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

Your instructor will thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such activity properly to prevent repeated offenses and to ensure equity.

Procedures. An instructor who has evidence of cheating will initiate a process to determine guilt or innocence and the penalty, if any, to be imposed.

During an informal conference within 10 class days of discovering the alleged cheating, your instructor will inform you of charges and evidence and allow you to present a defense. Your instructor will make an initial determination after this conference. You may be assigned a grade of Incomplete (I) if the matter cannot be fully resolved before course grades are due in the registrar’s office.

Reporting. During the period in which you are permitted to drop courses, the instructor will inform the registrar promptly of any allegation of cheating, so that you cannot withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced will impose an academic sanction. Then, within 10 class days, the instructor will supply a written report to you, the chair of your department, the dean or director of your college/school or division, and the dean of students. The report will summarize the evidence and penalties assessed.

Appeal. If your course grade is affected by the penalty, you have the right to appeal the penalty imposed by an instructor in accordance with the grade-appeals policy (see 18. Grade Appeals).

For a complete listing of IPFW policies go to

http://bulletin.ipfw.edu/content.php?catoid=42&navoid=1143&hl=%22policies%22&return=from=search
MyBlueprint Training Walkthrough

- Use the Find Option to find students by
  - 900 number
  - First and last name

- Worksheets (Audit)
  - Views (Student View, Graduation Checklist, Registration Checklist)
  - Save as PDF
  - Process New
  - Unofficial Transcript
  - 21st Century Scholar Designation (required to enroll in 30 credit hours each academic year to continue to receive funding)
  - Placement Scores
    - Only appear until the student registers for a course (afterward it must be viewed on Banner)
      - ENG W129 or ENG W131
      - Math placement
      - ENG R190 (potential reading placement requirement which must be completed in the student’s first year)
  - Take note of catalog term
  - “What If” feature – Freshmen engineering (What if the student majored in...) to see how credits would apply within the intended major
  - In the Audit
    - Blue = Successfully completed requirement
    - Grey = Course in progress
    - Yellow = Required course not yet completed
    - In order to be eligible for graduation all requirements must be blue or grey
    - Take note of whether completed courses are AP credit or Transfer credit and the year/semester the credit came was earned or brought in to IPFW
    - Additional Credits Earned – refers to courses that will not apply to the student’s major
    - Insufficient – indicates the student failed, withdrew from, or is retaking the course
    - In Progress – currently enrolled

- Plans
  - Students are responsible for making certain that their AP and/or transfer credit is brought over to IPFW
  - Templates exist for each discipline
- Check for correct template year
  - Select the appropriate start term (catalog term)
  - Calendar mode
  - Edit mode (Expand terms)
    - Drag and drop courses into the appropriate semester earned or to be earned
    - If the student has not taken a course in the semester recommended by the template then drag and drop it into the following semester for the student to take then. Take into account all pre-requisites and co-requisites when customizing the plan (Bingo sheets can be found online)
  - Check for notes
- Audit mode
  - Notes – advisors are strongly encouraged to make notes here after each meeting with a student
- Notes
  - View entire history of advisor notes regarding interactions with the student
- GPA Calculator
Multiple Intelligences Inventory

The theory of multiple intelligences was put forth by Howard Gardner in 1983. This theory involves the concept that people tend to use eight main strategies (intelligences) to solve problems, create projects, and absorb intellectual materials. Learning to recognize the strategies you use in your own learning will help you to succeed in your coursework and professional work. Becoming familiar with some of the other strategies can help you to find new ways to help your mentees based on the intelligences that they utilize.

Please rate each statement: 1 = Rarely 2 = Occasionally 3 = Often 4 = Always

Find the total for each section and find the skills and techniques on the next page that correlate with the intelligences in which you had the highest totals.

<table>
<thead>
<tr>
<th>Bodily-Kinesthetic</th>
<th>Verbal-Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn best by “doing”.</td>
<td>I notice grammatical mistakes easily.</td>
</tr>
<tr>
<td>I have good eye-hand coordination.</td>
<td>I love word games.</td>
</tr>
<tr>
<td>I enjoy working with my hands.</td>
<td>I enjoy reading.</td>
</tr>
<tr>
<td>I am uncomfortable sitting still.</td>
<td>I enjoy writing.</td>
</tr>
<tr>
<td>I like to pace while thinking or studying.</td>
<td>I easily remember quotes and famous sayings.</td>
</tr>
<tr>
<td>I would rather touch than just look.</td>
<td>I like to discuss topics that interest me.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logical-Mathematical</th>
<th>Visual-Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy doing math.</td>
<td>I am good at solving visual puzzles.</td>
</tr>
<tr>
<td>I enjoy participating in science experiments.</td>
<td>I draw pictures or diagrams when explaining ideas.</td>
</tr>
<tr>
<td>I question why things happen or how things work.</td>
<td>I can assemble items easily from diagrams.</td>
</tr>
<tr>
<td>I enjoy planning/designing something new.</td>
<td>I enjoy drawing and/or photography.</td>
</tr>
<tr>
<td>I am able to fix things.</td>
<td>I do not like to read long paragraphs.</td>
</tr>
<tr>
<td>I like to organize things by category.</td>
<td>I am good with directions.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Naturalistic</th>
<th>Musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to learn about nature.</td>
<td>I have good rhythm.</td>
</tr>
<tr>
<td>I prefer to be outside whenever possible.</td>
<td>I like to express my ideas through music.</td>
</tr>
<tr>
<td>When I experience stress I want to be out in nature.</td>
<td>I am often singing, whistling, or tapping a song.</td>
</tr>
<tr>
<td>I like to camp, hike, walk, climb and/or swim.</td>
<td>People have said I have musical talent.</td>
</tr>
<tr>
<td>I enjoy gardening.</td>
<td>I notice and enjoy different sounds.</td>
</tr>
<tr>
<td>I would enjoy a career involving nature.</td>
<td>I can easily memorize songs</td>
</tr>
<tr>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intrapersonal</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to work alone.</td>
<td>I am extraverted.</td>
</tr>
<tr>
<td>I enjoy journaling.</td>
<td>I love being in groups and crowds.</td>
</tr>
<tr>
<td>I spend a good deal of time thinking and reflecting.</td>
<td>I am good at making people feel at ease.</td>
</tr>
<tr>
<td>I am interested in self-improvement.</td>
<td>I love meeting new people.</td>
</tr>
<tr>
<td>I know what I want out of life.</td>
<td>People come to me for help with settling conflicts.</td>
</tr>
<tr>
<td>I am an introverted person.</td>
<td>I enjoy helping others.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Adapted from The City College of San Francisco Peer-Mentor Training Manual and [https://mypersonality.info/multiple-intelligences/naturalist/](https://mypersonality.info/multiple-intelligences/naturalist/).
### Multiple Intelligences Skills and Techniques

<table>
<thead>
<tr>
<th>Skills</th>
<th>Learning Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td></td>
</tr>
<tr>
<td>- Ability to use mental abilities to coordinate bodily movements effectively</td>
<td>- Pace while studying</td>
</tr>
<tr>
<td>- Sense of timing and coordination</td>
<td>- Use models or manipulatives to work out concepts</td>
</tr>
<tr>
<td>- Using the body in expressive, rhythmic, and imitative ways</td>
<td>- Trace words being read with the figure or writing utensil</td>
</tr>
<tr>
<td>- Skill with hands-on work</td>
<td>- Design games to learn material</td>
</tr>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td></td>
</tr>
<tr>
<td>- Ability to express oneself using language</td>
<td>- Tutor others in the materials to solidify your own memorization and understanding</td>
</tr>
<tr>
<td>- Aptitude with using speech to persuade others and solidify material to memory</td>
<td>- Rewrite your notes</td>
</tr>
<tr>
<td>- Skilled in reading</td>
<td>- Read the textbook and take notes to supplement lecture notes</td>
</tr>
<tr>
<td>- Explaining, teaching, and learning</td>
<td>- Recite the material you are attempting to learn</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td></td>
</tr>
<tr>
<td>- Ability to recognize cause/effect and relationships</td>
<td>- Organize notes and study materials logically</td>
</tr>
<tr>
<td>- Ability to perform complex mathematical or logical operations</td>
<td>- Put information into steps or phases</td>
</tr>
<tr>
<td>- Reasoning scientifically, inductively, and deductively</td>
<td>- Create an outline of the material to be learned</td>
</tr>
<tr>
<td>- Organize notes and study materials logically</td>
<td>- Analyze the information presented</td>
</tr>
<tr>
<td>- Put information into steps or phases</td>
<td>- Develop a system for retaining the information</td>
</tr>
<tr>
<td>- Create a song to practice the material</td>
<td><strong>Visual-Spatial</strong></td>
</tr>
<tr>
<td>- Insert the material into already existing melodies to aid in retention</td>
<td>- Create cluster diagrams, charts and graphs to aid in studying materials</td>
</tr>
<tr>
<td>- Create a rhythm and use it for memory tasks</td>
<td>- Include material in art pieces</td>
</tr>
<tr>
<td>- Find a quiet place to study with minimal distractions</td>
<td>- Utilize various colors to associate with parts of material to be studied</td>
</tr>
<tr>
<td>- Have someone else quiz you before an exam</td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>- Study in groups</td>
<td>- Discuss the material with others</td>
</tr>
<tr>
<td>- Create a group game to learn materials</td>
<td>- Keep a daily journal of what you learn</td>
</tr>
<tr>
<td>- Choose courses that are related to nature</td>
<td><strong>Intrapersonal</strong></td>
</tr>
<tr>
<td>- When given the option in presentations and projects choose one related to the natural world</td>
<td>- Find a quiet place to study with minimal distractions</td>
</tr>
<tr>
<td>- Study outside when possible</td>
<td>- Create your own self quizzes to help you to learn the material for each section.</td>
</tr>
<tr>
<td>- Adept at self-reflection</td>
<td>- Keep a daily journal of what you learn</td>
</tr>
<tr>
<td>- Understand own emotions and motivations</td>
<td>- Have someone else quiz you before an exam</td>
</tr>
<tr>
<td>- Recognizes own strengths and weaknesses</td>
<td>- Study in groups</td>
</tr>
<tr>
<td>- Ability to set goals</td>
<td>- Discuss the material with others</td>
</tr>
<tr>
<td>- Ability to recognize the moods, emotions, and motivations of others</td>
<td>- Create a group game to learn materials</td>
</tr>
<tr>
<td>- Excellent communication skills</td>
<td>- Resolving conflict</td>
</tr>
<tr>
<td>- Excellent communication skills</td>
<td>- Have someone else quiz you before an exam</td>
</tr>
</tbody>
</table>

Adapted from The City College of San Francisco Peer-Mentor Training Manual and www.enhancinged.wgbh.org/research/multi/examples.html.
S.M.A.R.T. Goals

What are S.M.A.R.T. Goals?
These are well-thought out goals designed to help us to be successful in achieving what we most want to achieve. These goals are:

**Specific** - they spell out exactly what we want to accomplish.

**Measurable** – it is possible to determine whether we are successful and the degree to which we are successful in achieving our ends

**Attainable** – it is possible to achieve the goals based on current circumstances

**Relevant** - the steps you plan to take to achieve the goal will actually bring you closer to achieving it

**Timely** - there is a set timeframe within which to accomplish the intended goal

One example of a S.M.A.R.T. goal would be:
I will achieve a 3.0 GPA for this semester by seeking tutoring at the HELP CORNER twice each week, getting an academic coach, completing all assignments on time and attending all class sessions.
S.M.A.R.T. Goals

Create your own S.M.A.R.T. goal

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Now examine the goal you have made. Does your goal incorporate the answers to all of the following questions? Is it Specific, Measurable, Attainable, Relevant, and Timely?

S— Exactly what do you want to accomplish?

M— How will you know you have accomplished the goal?

A— Is it possible to accomplish the goal you have set?

R— What steps will you take and what resources will you use to accomplish the goal?

T— What is your timeframe for accomplishing this goal?
Time Management Tips

1) Print a schedule grid and write in everything you actually do in a given week. Include class, work, homework, studying, playing with your kids, sleep, hygiene, cooking, eating, reading, activities, TV, video games, time with friends, time with your spouse or significant other, social media, etc. This will allow you to see how you use your time and where you might use it more effectively to accomplish your goals.

2) List everything that you need to accomplish in a given day (or week) and prioritize those activities so that you insure to get the work done on time.

3) Schedule some time for relaxation, naps, time with friends, video games, Netflix, activities, etc you enjoy. This will allow you to still participate in these activities while meeting your responsibilities as a student, employee, and family member.

4) The formula for appropriate amount of time to study and complete homework outside of class is

   Credit Hours of Class x 2 = Hours of Study

   If a class is worth 3 credit hours you should plan on spending 6 hours a week in completing work and study for that class.

5) Make sure to plan time into your daily schedule for studying. Put it on your calendar, planner, or phone reminders just as you would for a class, work shift, or appointment.
Note-taking Strategies

Outline Method

When using the outlining method create headings for each section to the left side of the page, indent more specific information under the general heading, further indent details regarding the topic and examples under the specific information.

Note-taking Strategies

1) Outline Method
   A. Headings/Titles
   B. Specific Information
   C. Details and examples
      - dates, times, data

2) Concept Map
   A. Headings in the center
   B. Main ideas branch out from the center
   C. Specific details and examples branch out from the main ideas

Concept Mapping

When using Concept Mapping to organize your notes you place the main concept in the center of the map. Each main idea or topic then branches out from that main concept. Specific details pertaining to each main idea/topic then further branch out.
Note-taking Strategies

Cornell Method

When using the Cornell Method you break up your notes sheet into three distinct sections. Place a vertical line down your paper approximately 2.5 inches from the margin. Then place a horizontal line across the page about four inches from the bottom. The left column is for keywords. The right column includes important details and facts. The bottom section should be left blank during lecture and used to summarize the lecture when you review your notes.

Students can utilize pen and paper or laptops/tablets based on access and comfort level. Either method can be equally effective.

- If using a pencil and paper use a different notebook for each class. On a laptop keep separate files.
- Do the assigned reading prior to the start of the class and take notes on what you have read.
- Only write down the main points of the lecture.
  - If a teacher repeats or stresses the importance of information, writes information on the board or Powerpoint that information is likely to be important to review prior to quizzes and exams.
- If your professor summarizes the lecture at the end of the class make sure to write it down. Those points are where you need to focus.
- Write down any examples given during the class as those, or similar, examples will likely recur on exams.
- If you missed something make a note and ask the professor after the class or in office hours.
- Synthesize your reading and lecture notes into one set of notes so all information is found in one place. This also forces you to review the material as you synthesize.
Test-taking Strategies

⇒ Use multiple forms of study and multiple study sessions. Attempting to “cram” all of your study in the night before the exam can actually cause you to perform worse due to fatigue.

⇒ Arrive to the classroom early so that you give yourself time to settle in, review your notes one final time, and focus on positive thoughts.

⇒ Listen carefully to your instructor’s instructions and read the directions on the exam thoroughly before you begin.

⇒ Plan your method to complete the test in the time allotted and start with the easiest section to boost your confidence.

⇒ Trust your first feeling regarding the answer. There is usually a reason that response came to you.

⇒ If you are stuck on a question skip it and finish the problems you feel confident about. Then you can return to the question when your mind has had time to process it in the background and you might just find you know the answer.

⇒ If you finish the test prior to the end of the class session take a few minutes to review (proofread your essays and short answers and make sure you have completed all of the questions.

⇒ Look at each test as a practice session. What can you learn from the areas you missed? (Do you consistently miss points on certain types of questions? Do you struggle with remembering important names and/or dates?). Understanding your areas of difficulty can help you to focus your attention on and improve them for the next test.
Strategies for Tests using a Variety of Question Formats

When answering any type of question it is important to carefully and thoroughly read the instructions for the test and the section. It is also recommended that you read all of the questions before beginning. Sometimes the answers to some of the questions can be found within other questions.

**Multiple Choice**
- Read the entire question and all of the answer options before choosing any answer. One answer may be close, but another may be even better.
- If you do not immediately know the answer to the question eliminate the options that you know are not correct.
- Look for words like always, never, definitely. These extreme indicators are usually not the correct answer choice.

**True/False**
- Read each question very carefully
- Look for extreme indicators such as always, never, only, never, etc. as these typically indicated a false answer.

**Short Answer**
- Make sure that your answers are brief, but thorough. Don’t spend too much time on these and run out of time to complete the test.
Essays Questions

- Make sure to read each question thoroughly and determine all parts of the question that need to be answered. Prepare your answers prior to writing them out. Use pre-writing strategies to organize your thoughts (outlines, concept maps, brainstorming, etc.)
- If you find you are running out of time to answer a question you can sometimes get partial credit for your pre-writing materials showing that you know the answers.
- Attempt to weigh each part of a question equally in regard to your response, unless the otherwise stated in the question. Do not spend 80% of your time for a question on the first point and short yourself the time to effectively answer the remaining points.
- Answer the questions thoroughly, but without adding empty content or flowery speech that can waste your time and space.
- Check your work when you finish writing to make sure that you have answered all of the parts of the question. Also check your spelling and grammar when time allows.
Helpful Apps and Websites

Time Management Apps:

* Any.Do (iOS & Android): App helps you remember everything you have to do. Set your to-do tasks, when you want to do them, and it will remind you with a notification that it’s due.

* Clear: A to-do list that allows students to build separate lists and set reminders (paid app)

* Evernote (iOS, Android, Blackberry, Windows, & WebOS): allows students to record and organize class notes on electronic devices

* Exam Countdown: Track exams with days to go. You can add to-do list to each upcoming exam.

* iHomework (iOS): App allows student to keep course schedule, appointments, homework and more organized in one place. With notifications for when your next assignment is due and when the final test will be.

* Notability (iOS, iPad only): App for the iPad is for note taking, PDF annotation, typing and recording. In addition, you can add links and photos to your note taking.

* School Helper (Android): App helps assist with making your schedule more structured. Keeps track of your grades, homework, notes, exam times and more. With notifications and ability to add a widget on your home screen, your tasks will not be forgotten.

* Studious (Android): App allows you to track your daily class schedule, homework assignments and future exams.

* Trello (iOS and Android): App is for a more organized approach to studying and collaborating with peers. Cut down on meetings for group projects and manage tasks with this app. Organize the entire project from the beginning stages all the way to the final project

Study Apps:

* Chegg: Electronic flashcards. It tracks the # of right and wrong. You can also add photos.

* EasyBib (iOS & Android): Download this app to build and manage your cited works. You can email your citations list or scan the barcode on the book to create a citation in APA, MLA, or Chicago Style.

* Encore (Android): Electronic flashcards. Pre-loaded flashcards also come free. Also able to create quizzes.

* Evernote Peek (iPad only): A flashcard system. Using an iPad cover, you can slightly lift the cover to peek at the answer of the flashcard if you are unsure while doing drills.

* Graphing Calculator (iOS & Windows): App gives you the ability to quickly create plots, graphs, and more. Also you can take screen-shots of your work, so you can remember past equations or graphs at a moment’s notice.

* Merriam-Webster Dictionary (iOS, Android, & Windows): Another app that has new and enhanced entries and definitions.

* Oxford American Dictionary & Thesaurus (Android): This app is for your dictionary and thesaurus needs. You have more than 200,000 dictionary definitions and the ability to search on or offline.

* Share Your Board (Android): Allows you to take a picture of the classroom whiteboard and save notes for later.

* SparkNotes (iOS & Android): This app comes with study guides for several books and access to more online. Ability to read the study guides and summaries of chapters.

Resources retrieved from http://www.dso.iastate.edu.asc
Helpful Apps and Websites

Study Apps Continued

**Study Blue (iOS, Android and Web Base):**
Online platform for college students. You upload class study materials, create electronic flashcards and share with others, and practice quizzes. Students can store their notes in the cloud and connect with other students in the same subjects.

**Quizlet (iOS & Android):** App used for flashcards, making tests and study games.

**Zotero (Windows & Mac):** A free, easy to use tool to help a student collect, organize, cite, and share research sources.

**Storage:**

**Dropbox (iOS, Android, Blackberry & Kindle Fire):** Allows student to send and store large files (such as group projects) online.

**Google Drive (iOS & Android):** App is for sharing and access to your files anywhere. You can also share and edit with your friends.

**Box (iOS & Android):** App has 10GB+ Sync making it easy to access your files, share and stay connected to anyone you may be working with on a school project.

**CloudOn (iOS & Android):** App keeps your school papers, notes, and more in this cloud storage app, so you can be on the go with lugging a heavy backpack.

**MegaCloud (iOS & Android):** App stores documents in a cloud. Save files, sync and share with any computer or device instantly.

**Cloud Print (Android):** App will allow you to print your documents from your mobile device.

Additional Resources You Know of

Resources retrieved from http://www.dso.iastate.edu.asc
Mentoring Scenarios Activity

Review your assigned scenario and jot down your reactions. What would you say in this situation? What questions would you ask, if any? What steps would you take to resolve the situation?

1) You find that you get along wonderfully with one of your mentees in particular. You have a lot in common and feel comfortable with one another. One day your mentee approaches you and admits to developing feelings for you that go beyond the mentoring relationship and asks you to take your relationship in another direction.

2) One of your mentees is from another culture about which you are not well versed. You are just getting to know each other when suddenly your mentee becomes nonresponsive to you. The mentee no longer makes eye contact, returns your messages, or attends planned events. When you see your mentee around campus the mentee attempts to avoid you.

3) One of your mentees is consistently missing planned meetings and events with you. When you do see your mentee the mentee often smells of alcohol.

4) One of your mentees approaches you and reports feeling disconnected from the campus and the program. The mentee isn’t certain if continuing at IPFW is the best move.

5) One of your mentees approaches you and reports feeling depressed. The mentee has trouble calling up any interest in school, activities, friends, leaving their room, or even getting out of bed. The mentee reports feelings of worthlessness and that the world would be better if he/she weren’t in it. The mentee tells you in confidence that he/she has contemplated suicide and has a plan for how it would be done.

6) You have been attempting to work with one of your mentees for several months when the mentee approaches you and says that the mentoring relationship is not working out. The mentee feels it would be best if he/she left the mentoring program all together.
LEAD Peer Mentor Program

Founded 2016
ETCS Student Success Center
Program Coordinator – Sara Thomas, MA
(260) 481-6391
ET 243A

There's no greater reward than to make a positive difference in someone's life.

VanPraagh.com