A VIRTUAL TOUR OF MUNCIE, INDIANA FOR PROSPECTIVE INTERNATIONAL STUDENTS TO BALL STATE UNIVERSITY

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF ARTS
STUDENT AFFAIRS ADMINISTRATION

BY

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JULY 2009
ABSTRACT

Title: A Virtual Tour of Muncie, Indiana for Prospective International Students to Ball State University

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Degree: Master of Arts in Student Affairs Administration in Higher Education

Date: July 2009

Pages: 29

Many prospective international students do not have the opportunity to tour college campuses before they apply to and decide to attend a college or university. Yet, students can visit a college website and view a virtual tour of the campus, which may highlight academic buildings, historical spots on campus, dining facilities, and residence hall rooms. Without the opportunity to physically visit a campus, international students miss the opportunity of visiting the American community into which they will move upon entrance.

The purpose of this project was to create a video tour of Muncie, Indiana that can be utilized by prospective international students who are unable to visit prior to applying to and attending Ball State University.

Few college websites offer international students a virtual tour of the community. Without this, students enter a foreign city without knowledge of the resources available to them, what the general costs are in the city, and how to maneuver around the town. Creating a video where students can understand some of these basic parts of the community create reasonable expectations about their new community before moving into it.
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CHAPTER ONE

INTRODUCTION

Many prospective international students do not have the opportunity to tour college campuses before they apply to and decide to attend a college or university. Yet, students can visit a college website and get a virtual tour of the campus, which may highlight academic buildings, historical spots on campus, dining facilities, and residence hall rooms. Without the opportunity to physically visit a campus, international students miss the opportunity of visiting the American community into which they will move upon entrance.

Few college websites offer international students a virtual tour of the community. Without this, students enter a foreign city without knowing what resources are available to them, what the general costs are in the city, and how to maneuver around the town. Creating a video where students can understand some of these basic parts of the community create reasonable expectations about their new community before moving into it.

Chapter one is an introduction of a creative project about a virtual tool that can be used to assist with the recruitment of international students. The marketing tool will address the community in which the college or university is located. The creative project will highlight areas of the community, so that foreign students can learn more about the
community while making their college decision. This chapter includes a statement of purpose, the significance of the project, a key definition, scope and limitations, and an overview of the organization of the paper.

**Statement of Purpose**

The purpose of this creative project was to create a virtual tour that international students can use to make an informed enrollment decision. The goal was to create a video that highlights areas of the community in which the prospective student would become a member. This project is specific to prospective international students who are interested in attending Ball State University. Thus, the video will focus on the Muncie, Indiana community. The project responds to the fact that many international students do not have the opportunity to visit a campus before commencing their studies.

**Significance of the Project**

Many prospective international students do not have the opportunity to tour college campuses before they apply and decided to attend a college or university. Yet, students can visit a college website and watch a virtual tour of the campus, which may highlight academic buildings, historical spots on campus, dining facilities, and residence hall rooms. Without the opportunity to physically visit a campus, international students miss the opportunity of visiting the American community into which they will move upon entrance to the United States.

Few college websites offer international students a virtual tour of the community. Without this, students enter a foreign city without knowing what resources are available to them, what the general costs are in the city, and how to maneuver around the town. Without having had this experience, students’ expectations may not be met once on
campus. Preparing a student before arrival into the city would lessen the culture shock they will inevitably experience, but will also give them reasonable expectations about the city to which they will be moving.

Definition

International Student – any foreign national who needs a student visa to be able to legally attend an American college or university.

Scope and Limitations

The focus of the creative project was to create a virtual tour, specific to Ball State University and the Muncie, Indiana community in which it is located. Ball State University is a public institution with 19,849 enrolled, 444 of those international students (Ball State University, 2008). Ball State University offers over 180 majors in seven colleges (Ball State University, 2009). Muncie, Indiana metropolitan area has a population of 118,769 with 65,287 living within the city limits.

Organization of the Paper

Chapter two focuses on the literature related to international students. The chapter includes discussion on how international students decide which college or university to attend, the processes they must go through to be legally eligible to attend an American college or university, and the struggles they encounter once they arrive on campus. Chapter three focuses on the methodology used to create the project and how it was applied. The final product is explained in Chapter four.
CHAPTER TWO
LITERATURE REVIEW

Summary of Project

For international students who are interested in attending Ball State University, there are resources available from the university to introduce them to Muncie, Indiana. This creative project fills this void for international students. Through a video, international students are introduced to some community resources in Muncie, Indiana.

Introduction

The international student population has become important to many colleges and universities. The economic value of these students cannot be overlooked: it is a $14 billion a year industry (McMurtrie, 2007). Although many colleges and universities are looking for extra revenue each year, higher education should not just see dollar signs when looking to recruit more international students. These students bring a different perspective to the classroom, which cannot be overlooked. They bring an awareness and appreciation about other cultures and world events that many American students are lacking (Lee & Rice, 2007).

History of International Education

International education is not a new phenomenon. The first known university to accept scholars from a foreign country was the University of Paris in the 13th century
(Lee & Rice, 2007). In the United States, Francisco de Miranda was the first foreign student to study at a university, Yale in 1784 (Yonker, 2001).

The popularity of international education boomed in twentieth century starting with the implementation of the Fulbright Act in 1946 (Yonker, 2001). The Fulbright Act gave international students the opportunity to study in the United States. More recently, the popularity of the United States as a destination for foreign scholars increased in 1987 with the implementation of a new regulation with F-1 visas; foreign scholars could now stay in the United States for one year after the completion of their degree for practical (work) experience.

Competing for International Students

There are several countries that provide opportunities to foreign scholars: for example, the United States (U.S.), the United Kingdom (U.K.), Germany, France, Australia, and Canada. For English-speaking countries, the U.S., the U.K., Australia, and Canada are the most popular. Overall, the United States is the most highly sought after country for international students, accounting for 22 percent of all international students (World Education Services, 2007). In the fall of 2006, there were 595,900 international students enrolled in the U.S. (Almanac, 2008-2009) up from 466,300 just ten years previous.

The United States share of the market has declined since the 1980s. In 1980 the U.S. had 40 percent of the share, which had dropped to 32 percent by 1998 (Cudmore, 2005) and has been hovering around 22 percent since 2006 (Dennis, 2008). Many scholars, colleges and universities (Brown & Syverson, 2004; Lee, 2008) blame the recent drop on the events of September 11, 2001, but it has not been the sole cause of the
decline. There has been a consistent increase in tuition costs, increased visa regulations, and lengthy degree programs that make other countries more attractive to foreign students (Starobin, 2006).

American colleges and universities are no longer considered the only viable option for a good education (Starobin, 2006). Increasingly, American colleges and universities heavily market themselves to foreign scholars, to maintain and grow their share of the market. The American Association of Community Colleges (2007), in their publication for international students, stated, “a degree from an U.S. college or university is recognized throughout the world as a significant accomplishment, and international students with degrees from U.S. colleges and universities become highly marketable in their home countries” (p. 6). They explained the bonuses of attending a community college before going to a four-year college or university. Some of the reasons they highlighted were intensive English programs, and the fact that students would be able to do two full years of employment, earning full-time pay; one year after the completion of the Associates degree and one year after the completion of the Bachelor’s degree. In 2007 their campaign was working: 83,000 international students were enrolled in community colleges across the U.S.

Student Visas

The process for receiving and maintaining a student visa is cumbersome. International students can only attend colleges or universities that have government clearance to issue student visas (American Association of Community Colleges, 2007). Furthermore, the college or university that sponsors the student visa must maintain the
student’s status in fear of student deportation if not done correctly. The following thirteen forms must be completed for a student to be eligible to receive an F-1 visa:

1. Completed SEVIS Form I-20
2. I-901 SEVIS payment receipt
3. Proof of ability to meet expenses while studying in the U.S.
4. Passport
5. Test scores (TOEFL, SAT)
6. High School diploma (or other proof of completion of secondary school)
7. Form DS-156 (Non-immigrant Visa Application)
8. Form DS-158 (Contact Information and Work History for Non-Immigrant Visa Application)
9. Form DS-157 (Supplemental Non-immigrant Visa Application)
10. Passport-size photos
11. Evidence of intent to depart after U.S. study (e.g., a job offer)
12. Receipt for the Machine Readable Visa (MRV) surcharge fee
13. Receipt for the Visa Reciprocity Fee (if applicable). (p. 36)

There is also a complicated system to maintain a student’s F-1 visa:

1. Attend the college listed on your SEVIS Form I-20
2. Pursue a full course of study at the college you are authorized to attend, or have permission from the college’s designated school official (DSO) to study part time
3. Maintain a grade point average of 2.0 or better
4. Report any change of address to your college’s international office within 10 days of the change
5. Obey federal, state, and local laws
6. Engage in employments only when specifically authorized under visa regulations. (p. 38-39)

Recruiting International Students

Factors that Influence International Students’ Choice of College or University

Because international students are faced with a variety of viable options for attending foreign colleges or universities, it is important to understand the decision-making process a student goes through when finding a college or university. Davis (1997-1998) noted that although colleges and universities want to increase their international student populations, there are few administrators who understand the reasons behind the decision-making process. There are a variety of factors that have been shown to influence a student’s decision. Rolf Hoffmann, head of the Fulbright commission in Berlin stated, “Today’s internationally mobile students go wherever they need to go to do what they need to do” (Ford, 2007, ¶ 5). Lee (2008) explained that although these students will go wherever they need to go, they do so without having prior knowledge of the city or state to which they will move. Unlike American students, very few international students have the opportunity to do a college visit. If these students had been to the U.S. previously, they had, most likely, been to large cities such as New York, Boston, Miami, or Los Angeles; many times, students do not attend a college or university in these large metropolises. Because of this, the level of commitment that an international student is making is incomparable to that of a domestic student. They are choosing to move to
another country to pursue their degree, leaving behind their families, culture, and many times, their language.

International recruiters can learn which aspects of their college or university are most important for international students. Yonker (2001), Lee (2008), and Habu (2000) identified some of the factors that are important to students in the selection process including: size, cost/financial aid, location, personal affiliations, English as a Second Language programs, reputation of the college or university, work or assistantship opportunities, escape from social pressures at home, the homepage of the college or university, and word of mouth from friends, family members, school counselors, and teachers. Recruiters should find out why their current populations are choosing their college or university and use those as key recruiting tools for new students.

*Recruiting Options*

*Websites tools that students utilize.* Schools that try to be more innovative with their recruitment of international students can find help through on-line tools. There are websites that can be used by international students to “shop” different schools, as well as innovative marketing campaigns for American colleges and universities in other countries. One website is www.collegeweeklive.com (College Week Live, n.d.), it is an on-line college fair that is supported by the New Hampshire Higher Education Assistance Foundation Network Organizations, American College Testing program, and American Institute of Certified Public Accountants, among others. They host virtual, live college fairs, where there are admissions counselors manning their school’s virtual “booth.” This gives prospective students the opportunity to look at different schools and ask questions in real-time about the college or university to current students and admissions counselors.
There were also keynote speakers and career panels as part of the two-day agenda. For the fall 2008 college fair there were over 200 schools participating in the college fairs.

Another website, www.ies-ed.com (International Education Service, 2008), is geared specifically towards international students. This website features a search assistant, common questions about attending college in the U.S., scholarship information, other important links, and the opportunity to view the information in a variety of languages (i.e., Chinese, Korean, Russian, German, Hindi, French, Arabic, Spanish, and Portuguese), in addition to English. The website also provides virtual tours of a variety of colleges and universities. Students can search for colleges and universities based on major, location, financial aid opportunities, and school size. Also provided are answers to questions such as why to choose an American college or university; how to get a visa; what is the application process like; what entrance tests do I need to take; how does the credit system work; and what are the different levels of education in the U.S.

Marketing campaigns in foreign countries. The U.S. Departments of State, Commerce, and Education have partnered to create a marketing campaign for American higher education. They debuted the campaign in China in 2006 (McMurtrie, 2007). They ran commercials that were thirty minutes long, made on American campuses, and featured Chinese students talking about the experiences they had at an American college or university. They planned on expanding further to India, Latin America, the Middle East, and other parts of Asia.

Corporate recruiters. Beyond using multi-media to attract international students to American campuses, many colleges and universities use recruiters who meet with prospective students in foreign countries. Since this can be an expensive and daunting
task, colleges and universities have partnered with corporations, whose business is to recruit international students. The corporate partner covers the cost of marketing, recruitment, and overhead operations, and the college or university provides classroom and office space (Fischer, 2008). Furthermore, the corporate partner collects the tuition from the students, and passes along part of that to the college or university. For the recruiting agency, Navitas, they pass along 20 to 30 percent of the tuition to the college or university. “In December 2004, it was listed on the Australian Stock Exchange and currently claims a market capitalization [sic] of $691 million” (University and College Union, 2008, ¶ 10). Another agency, Aoji Education Group, not only recruits the students, but also helps them prepare the admissions application and visa paperwork (Fischer, 2008). They specifically work with Chinese students (Aoji Education, 2001 – 2008). Aoji Education Group was founded in 1990 in Sydney, Australia, and has since expanded to the U.S., U.K., Canada, Germany, Holland, France, New Zealand, Singapore, Korea, Japan and other European and Asian countries. “Today Aoji Education continues its expansions in both placement consultancy services and academic programs. As of today, Aoji Education has sent over 12,000 students abroad and providing academic and language training programs to over 3,000 students every year” (¶ 5). Although this method has not become popular in the U.S. as of yet, 20 percent of the international students who study in Australia, come through corporate recruiters (Fischer, 2008), and they have an articulation agreement with over twenty U.S. colleges and universities (Aoji Education, 2001 – 2008).
Issues International Students Face on an American Campus

Adjusting to American Culture

When international students arrive on an American campus, they face a variety of adjustment issues. Many times, all the maintenance of international students is done through the campus international affairs office. Those professionals, who are busy maintaining student visas and processing applications, do not always have the time and resources to help a student through their transition process (Lee, 2008). Students further have difficulties adjusting to life in America when not prepared for what they will experience. One international student said of Muncie, Indiana:

There’s just nothing to do . . . Like if it’s sunny you can go to the reservoir or you can do to the Greenway. That’s all you can do. And if the weather is bad, your only choices are the movie theater or the mall. Yahoo. That’s like, nothing to do. And even to go out, in the evening, like Friday night or Saturday night or whatever, there’s just some places on campus, but that is about it, there’s nothing much outside. So, that’s what I don’t like about it. (Yonker, 2001, p. 33-34)

Further cultural and language barriers put international students at a disadvantage for making relationships with domestic students, which leads to a disappointing experience for the student (Grey, 2002; Pritchard & Skinner, 2002).

These students bring their own set of issues, which campus professionals can help resolve. Many international students not only have to live in a country where they are not speaking their native language, but may also have to adjust to different foods, perceptions of time, gender roles, and different levels of sexual openness (sometimes encountering sexual orientations that are not accepted in their home county) (Lee & Rice, 2007).
Because of these, they often have difficulties making friendships with domestic students (Pritchard & Skinner, 2002). Unfortunately the domestic community does not see it as their responsibility to help accommodate international students; they see it at the international students’ responsibility to adapt to the American culture (Bevis, 2002). Although it can be a trying process, the international students will adjust to the American culture, and through this process, develop cultural competences (Lee & Rice, 2007).

Predictors for Success

Because this adjustment can be difficult for many students, it is important to understand if there are any predictors for success. Many international students are sensitive about their English-language skills and want to be accepted, but they do not seek out help when they need it (Perrucci & Hu, 1995). It has also been shown that being married, and already having had extensive exposure to the American culture are good predictors for a smoother transition to the college or university.

White International Students versus International Students of Color

There is a significant difference in the experience of white and non-white international students. Overwhelmingly, an absence of discrimination is the most important predictor of success and happiness for international students (Perrucci & Hu, 1995). Students from the Subaltern report encountering significantly more discrimination than those from the West (Lee & Rice, 2007). The presence of discrimination along with language adjustments creates significant stress for those students (Wilton & Constantine, 2003).
The American School System

International students are not only dealing with these cultural adjustments, but they are having to learn the American school system, which often times differs significantly from their home country’s. Lee and Rice (2007) discussed the difficulties international students encounter on American campuses. Trying to learn the academic procedures, choosing one’s own courses, moving to a new country with only a few suitcases of personal belongings, as well as a lack of support services often hinder international student’s adjustment to the American college or university. Furthermore, a lack of cultural understanding on the part of the college or university can become frustrating for a student. Staff may misunderstand the cultural cues of a student as incompetence.

International students do not just face these issues within the community, and with university staff, but also in the classroom. The learning styles of international students differ from those of American students (McIntire & Willer, 1992). Although many American classrooms are based on a premise of class discussion and questioning what the professor teaches, this is not how all international students are taught to learn. In fact, many international students are brought up in classrooms where you would never question the professor, and the comments students make as unimportant. For these international students, this adjustment is nearly impossible to make, and they are shocked when the professor tests on questions and comments their peers made (Yonker, 2001).

International Students as a Threat to American Homeland Security

While international students are seen as a source of revenue for American colleges and universities (McMurtrie, 2007), American society and government see them
as a threat (Eldridge, Ginsburg, Hempel, Kephart, & Moore, 2004). Americans have seen heightened awareness and scrutiny of international students since the September 11, 2001 terrorist attacks. Through the 9/11 Report, the Department of State recapped how the terrorists responsible for the attacks used altered passports and fake student visas to commit this atrocity. After the creation of the Department of Homeland Security, came the creation SEVIS, which tracks the college or university a student attends and the location at which they live. The scrutiny of foreign students is seen through the U.S. Patriot Act (Lee & Rice, 2007). This allows for the detention of foreign nationals without limitation and without charges being pressed. This detention denies foreign nationals the due process that American citizens are guaranteed. Furthermore, although American students are allowed to work an unlimited hours a week, international students are held to twenty hours of work a week at on campus jobs, and no off campus jobs unless granted special permission (Starobin, 2006).

Summary

Having an understanding of the issues that international students face can help foster a better recruitment process for them as well as a better support network once they arrive on campus. As campuses continue to attempt to grow their international student population, it is vital that they be innovative in their efforts, but understand how students choose a school. By having the knowledge of how new students choose their college or university, they can have innovative ideas that address these avenues. Understanding the issues that international students face once on American campuses can also help professionals prevent many of these issues from occurring, or just prepare international students for them ahead of time.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to create a virtual tour that international students can use to make an informed enrollment decision. The goal was to create a video that highlights areas of the community in which the prospective student would become a member. This project is specific to prospective students who are interested in attending Ball State University. Thus, the video will focus on the Muncie, Indiana community. The project responds to the fact that many international students do not have the opportunity to visit a campus before commencing their studies.

Methodology

A literature review was conducted to better understand the current situation international students face. The literature review was based on journal articles, news articles, websites, and government regulations. To help the focus of the content of the video, the director of the Ball State University Rinker Center for International Programs was consulted to understand some of the concerns international students have once they arrive on campus. Through this conversation, it was understood that many international students do not know or learn about Muncie, Indiana before arriving at Ball State University.
To create the video, the following websites about community resources were consulted:

- Cardinal Greenway, www.delgreenways.org
- Cornerstone Center for the Arts, www.cornerstonearts.org
- Downtown Muncie, www.munciedowntown.com
- Minnetrista Cultural Center and Oakhurst Garden, www.minnetrista.net
- MITS, www.mitsbus.org
- Muncie city website, www.cityofmuncie.com
- Muncie Civic Theatre, www.munciecivic.org
- Simon Muncie Mall, www.simon.com

Design of Project

The project is a video, which focuses on the Muncie, Indiana community where Ball State University is located. The video will feature photos of landmarks in the community with voice-over describing them. The intent of the project is to provide a marketing tool that can be used by international students to make an informed decision about attending Ball State University.
CHAPTER FOUR
CREATIVE PROJECT DETAILS

Summary

This project culminated with the creation of a video. The video featured a virtual tour of Muncie, Indiana, the community where Ball State University is located. The tour features locations within the community in which prospective international students might be interested. A copy of this video will be kept in the Bracken Library at Ball State University.

Script

Welcome (against picture of Ali Pickens)

I am Ali, and I will be your virtual tour guide through Muncie, Indiana, the home of Ball State University. Muncie, Indiana has a wide variety of attractions to offer Ball State University students. I will show you a few.

Overview of Muncie (against picture of Welcome to Muncie sign)

First, a few facts about Muncie, Indiana. The state of Indiana was the 19th state admitted to the union in 1816. Residents of Indiana are known as Hoosiers. As of 2009, Indiana had a professional American football team, the Colts, and a professional basketball team, the Pacers. Indiana is also home to the Indianapolis 500 for racing.
Muncie is located in Delaware County in East Central Indiana. Within the city limits there are approximately 65,000 residents. In Delaware County, there are approximately 119,000 residents. Muncie was first settled in the 1770s by the Delaware Indians.

*MITS Bus (against picture of MITS bus station)*

The MITS bus transportation system makes it easy to get around Muncie. The MITS bus has 15 routes throughout the city, that stretch shopping areas, Ball State University, hospitals, recreation areas and government buildings. Anyone with a valid school identification card can ride for free and for those who are not affiliated with a school, the fare is 50 cents. The MITS bus website makes it easy for users to map out their route.

*Downtown Muncie (against pictures of downtown Muncie)*

Downtown Muncie offers residents and visitors a taste of historic Muncie. With locally owned and operated stores, there is something for everyone. Guests can eat, shop, live, and play in the downtown district.

*Dave’s Alley (against pictures of Dave’s Alley)*

One attraction of Downtown Muncie is Dave’s Alley – a tribute to one of Ball State University’s most famous alumni, David Letterman, host of the Late Show with David Letterman. You will also find a postal box where you can send a letter to Dave.

*Muncie Civic Theatre (against picture of Muncie Civic Theatre)*

You will also find the Muncie Civic Theatre in downtown Muncie. The Muncie Civic Theatre was founded in 1931. Its objective is to provide quality theatre productions to the community. It provides a wide-range of shows for both family audiences and the
more mature theatre go-er. You can also find the Muncie Civic Theatre on Facebook and Twitter.

Cornerstone Center for the Arts (against picture of Cornerstone Center for the Arts sign)

The Cornerstone Center for the Arts is located in Downtown Muncie. Its goal is to provide the community with opportunities for creative expression and educational programs. They do this by providing a variety of programs for youth and adults. They offer classes about dance, music, language, visual arts, and writing.

Muncie Children’s Museum (against picture of Muncie Children’s Museum)

The Muncie Children’s Museum, located in downtown Muncie, provides fun, educational opportunities for children. Through their thought-provoking and interactive exhibits, the children are sure to enjoy their learning experience.

Native Sculptures (against pictures of Native sculptures)

There are a variety of sculptures around Muncie honoring its Native American ancestry. The Appeal to the Great Spirit was created in 1929. The Passing of the Buffalo is a more modern sculpture.

Movie Theater (against picture of Showplace 16 movie theater)

In the city of Muncie, there are two movie theaters. Both of these theaters feature newly released movies for the community to enjoy.

Muncie Mall (against picture of entrance to Muncie Mall)

The Muncie Mall is located less than four miles from the Ball State University campus. It is easily accessible by bus or car. The mall offers a variety of clothing stores, beauty salons, restaurants, and more. The mall is open seven days a week for your convenience.
Cardinal Greenway/White River Greenway (against pictures of Cardinal Greenway sign and White River Greenway sign)

For the outdoor lovers, Cardinal Greenway offers 27 miles of trails for biking, running, walking, rollerblading, and even horse riding. The trails are paved and can accommodate multiple users.

White River Greenway offers trails that run along the White River through the city of Muncie.

Minnetrista (against picture of entrance of Minnetrista)

The Minnetrista is just a short walk from the Ball State University campus. It offers its visitors beautiful summer gardens, cultural exhibits, educational workshops, and knowledge of the heritage of Muncie. The Minnetrista offers visitors a quiet escape within Muncie.

McCulloch Park (against picture of McCulloch Park sign)

McCulloch Park is the largest public park in Muncie. It has been part of the Muncie community since 1892. It features a wide variety of amenities for its users. Some of the amenities are: a playground, basketball courts, baseball diamonds, picnic areas, and fishing areas.

There are a few other things you might be wondering about Muncie.

Newspapers (against pictures of Ball State University campus)

Local newspapers that tell their readers about the most current occurrences within Muncie.

The Ball State Daily News is published four times a week and distributed throughout the Ball State University campus.
The Muncie Star Press is the local daily news distributed throughout the community.

The Muncie Free Press is a grassroots news website covering the local news stories.

Places of Worship (against pictures of Ball State University campus)

There are also over 25 Christian churches, one synagogue, and an Islamic Center located in Muncie.

School System (against pictures of Ball State University campus)

Muncie is home to a public school system as well as parochial schools. There are three parochial schools in Muncie. The public school system has 10 elementary schools, two middle schools, and two high schools. There are also two schools located on the Ball State University Campus, Burris Laboratory School and the Indiana Academy.

Other Resources / Conclusion (against picture of Ali Pickens)

These are just a few of the offerings of Muncie, Indiana. By becoming a student at Ball State University, you become a member of the Muncie community. Muncie, something good is happening. Thank you for spending time with me to learn more about Muncie, Indiana.
REFERENCES


