POST-ARRIVAL INFORMATION SESSIONS
FOR BALL STATE UNIVERSITY
INTERNATIONAL STUDENTS

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS
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IN
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BY
HANNA V. MURPHY
ROGER WESSEL PH.D. – ADVISOR

BALL STATE UNIVERSITY
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The creative project was designed to extend orientation information sessions for incoming international students at Ball State University. Through a four-week seminar series covering resources, campus services, transportation, and American culture, the students would gain a better understanding of the collegiate and local community. The current orientation sessions offer important information about immigration, maintaining visa status, health insurance, and financial requirements. However, international students are unaware of the supplementary resources given to all students. The goal of the post-arrival sessions is to answer any questions not covered during orientation about the university and correlate sessions with academic, social, and personal needs. By collecting brochures and fliers from various departments (i.e., Career Center, Library, Learning Center, and Counseling Center), students can be better prepared for their short or extended stay. The information sessions and presentations allow students to meet each other, learn about campus and local resources, and reduce individual advising appointments with professional staff.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>CHAPTER ONE: INTRODUCTION</td>
<td>6</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>6</td>
</tr>
<tr>
<td>Significance of Study</td>
<td>7</td>
</tr>
<tr>
<td>Scope of Limitations</td>
<td>7</td>
</tr>
<tr>
<td>Definitions</td>
<td>8</td>
</tr>
<tr>
<td>Organization of Paper</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER TWO: REVIEW OF RELATED LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Summary of Project</td>
<td>10</td>
</tr>
<tr>
<td>International Students in American Higher Education Institutions</td>
<td>10</td>
</tr>
<tr>
<td>Problems Facing International Students</td>
<td>11</td>
</tr>
<tr>
<td>Transitional</td>
<td>12</td>
</tr>
<tr>
<td>Academic Confusion</td>
<td>13</td>
</tr>
<tr>
<td>Social Integration</td>
<td>13</td>
</tr>
<tr>
<td>Methods and Suggestions for Improving Acculturation</td>
<td>14</td>
</tr>
<tr>
<td>Administrative Advice</td>
<td>14</td>
</tr>
<tr>
<td>Transitional Preparation</td>
<td>15</td>
</tr>
<tr>
<td>Pre-arrival</td>
<td>15</td>
</tr>
<tr>
<td>Post-arrival</td>
<td>15</td>
</tr>
<tr>
<td>Academic Support</td>
<td>16</td>
</tr>
<tr>
<td>Technology</td>
<td>16</td>
</tr>
</tbody>
</table>
Cultural clarifications…………………………………….17
Socialization………………………………………………….17
Friendships………………………………………………….17
Programming and community engagement…………….18
Summary………………………………………………………….19

CHAPTER THREE: METHODOLOGY……………………………………..20
Statement of Purpose…………………………………………….20
Methodology …………………………………………………….20
Design of Program……………………………………………….22
Resources…………………………………………………….23
Campus Services………………………………………………24
Transportation…………………………………………………24
American Culture……………………………………………25
Summary………………………………………………………….26

CHAPTER FOUR: POST-ARRIVAL INFORMATION SESSIONS FOR BALL STATE UNIVERSITY INTERNATIONAL STUDENTS………………….27
Session One: Resources…………………………………………27
Session Two: Campus Services………………………………28
Session Three: Transportation………………………………28
Session Four: American Culture……………………………..29
REFERENCES…………………………………………………….44
APPENDIX A: INFORMATION SESSIONS MATERIALS……………47
Orientation Announcement and Schedule……………………47
Resources Presentation…………………………………………………………..49
Campus Services Presentation …………………………………………………..54
Transportation Presentation…………………………………………………….60
American Culture Presentation ………………………………………………….66

APPENDIX B: EVALUATION MATERIALS…………………………………….71
Resources Feedback Form………………………………………………………72
Campus Services Feedback Form………………………………………………72
Transportation Feedback Form…………………………………………………73
American Culture Feedback Form………………………………………………73
CHAPTER ONE

INTRODUCTION

As the international student population continues to increase on American college and university campuses, challenges remain in terms of transitional, academic, and social needs. Kwon (2009), in reference to the growing number of international students, stated, “Universities are obliged to enable them to be assimilated into American universities as quickly as possible by means of formal sources of help” (para. 5). Currently at Ball State University, international students arrive one week before school begins to register for classes, receive vaccinations, learn about immigration regulations, and seek housing arrangements. However, international orientation only allows a limited time to teach and support students in other, yet important, aspects related to cultural assimilation. These additional and valuable sources of information can be provided after orientation once the students have undergone basic admittance. By learning how to take advantage of campus and local resources, international students can spend less time struggling academically and more time seeking valuable friendships.

Statement of Purpose

The creative project was designed to extend orientation information sessions for incoming international students at Ball State University. Through a four-week seminar series covering resources, campus services, transportation, and American culture, the students would gain a better understanding of the collegiate and local community. The
current orientation sessions offer important information about immigration, maintaining visa status, health insurance, and financial requirements. However, international students are unaware of the supplementary resources given to all students. The goal of the post-arrival sessions is to answer any questions not covered during orientation about the university and correlate sessions with academic, social, and personal needs. By collecting brochures and fliers from various departments (i.e., Career Center, Library, Learning Center, and Counseling Center), students can be better prepared for their short or extended stay. The information sessions and presentations allow students to meet each other, learn about campus and local resources, and reduce individual advising appointments with professional staff.

**Significance of Study**

The post-arrival information sessions are significant because international students need additional support during their transition into the United States. In order to be academically successful and socially comfortable, students are exposed to email, Blackboard, public transportation, medical assistance, cultural differences, and several other topics. International students benefit from forming relationships with fellow students as well as receiving guidance on student organizations, volunteer opportunities, and cross-cultural events.

**Scope and Limitations**

Because the times, dates, and locations for the information sessions are after orientation and the first day of class, the amount of available international students decreases due to busy schedules. Mass communication between International Student Services professionals and students plays a key role in announcing upcoming sessions;
furthermore, without the advertising, emails, and posters, students are unfamiliar with programming initiatives. The presentations are designed for Ball State University international students, most of who originate from China and Saudi Arabia. The printed informational materials correspond with specific languages; however, other translations could be made available if necessary. The sessions are meant for Ball State University resources, services, campus culture, and surrounding community. Adaptations are possible for different institutions of higher education. Lastly, budget and financial considerations were not factored into the design.

Definitions

**International Student:** a non-American citizen who is enrolled at a college or university in the United States.

**Information Session:** a presentation or workshop given by a professional about any given topic.

Organization of Paper

The paper is organized by four chapters and two appendixes. Chapter one introduces the purpose of creating post-arrival information sessions for international students. The chapter continues with the significance of study and scope of limitations. The second chapter is a review of related literature, including international students in American higher education institutions, recent problems, and suggestions for improving the acculturation process. Chapter three begins with an overview of the creative project as well as the methodology for designing the program. The final and fourth chapter summarizes the four sessions: Resources; Campus Services; Transportation; and
American Culture. The appendixes have the session schedule, presentation materials, and assessments for each week.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of Project

International students face several challenges before and after they arrive at American institutions including transitional stress, academic differences, and social inhibition. Universities are taking into account the various needs by providing students with additional resources and collaborative services across campus departments. By understanding international student issues, administrative professionals and faculty can assess, alternate, and develop new initiatives to smooth the acculturation process.

International Students in American Higher Education Institutions

The population of college international students in American and other English-speaking countries is increasing (Liu, 2011). In the 2007 academic year, more than 620,000 international students studied in the United States, a 7% increase from 2002 and an additional 6% from the previous year. The numbers have increased further into 2009 with 671,616 internationals enrolled. According to the Institute of International Education (2010) Annual Report, over half of international enrollments come from Asia, followed by the Middle East, North America, and Europe (McLachlan & Justice, 2009; Poyrazli & Grahame, 2007; Sangganjanavanich, Lenz, & Cavazos Jr., 2011; Zhao, Kuh, & Carini, 2005). The Chronicle of Higher Education (McMurtrie, 2012) illustrated the
top countries of origin during the 2011-12 academic year such as 194,029 Chinese, 100,270 Indian, 72,295 South Korean, and 34,139 Saudi Arabian.

As the number of international students increases, both domestic and international students further experience diversity on United States college campuses. Colleges and universities are currently challenged with how to effectively serve all students. Yet there becomes a point when the number becomes too large and both populations find their campus less supportive (Murphy, Hawkes, & Law, 2002). International students will tend towards fellow international students rather than make friends with domestic students (Zhao et al., 2005). A fine balance exists between enrolling foreign students to promote diversity and providing programs to bridge the two.

**Problems Facing International Students**

“Unfamiliarity with American customs, norms, and values may make it difficult for international students to effectively interact with Americans and meet personal and academic demands,” (Al-Sharideh & Goe, 1998, p. 699). Liu (2011) labeled the acculturation anxiety as “culture shock” because many factors play into how quickly students feel comfortable in the new country. Adjustment problems differ depending on country of origin, English language abilities, cultural characteristics, race, and ethnicity. Poyrazli and Grahame (2007) found three common challenges including: 1) finding housing accommodations, groceries, essential daily living items, and immigration documentation; 2) understanding the academic differences and interacting with faculty and other students; and 3) starting new friendships to develop a social network. The initial issues occur within the first few days of arrival while the others last longer, possibly weeks or months.
Transitional

Upon arrival into the United States, international students are concerned about living arrangements, registering for classes, learning transportation systems, and possibly getting a driver’s license. Language competencies stress the transition further and negatively affect a student’s ability to adjust. Married families face additional challenges such as locating a school for children to activities for a spouse not attending the university. The health care system takes extra time to understand. Some students are unaware of the transportation system, or lack thereof, which causes problems for getting settled. Health and car insurance, tuition, on-campus housing, and vehicle costs poses unexpected financial burdens on international students (Poyrazli & Grahame, 2007). Students struggle especially during the summer when residence halls close, forcing students to find other living arrangements for only a temporary period. This also occurs during summer orientation when students are required to be on campus a week before the semester begins, but have nowhere to stay and are forced into expensive hotels.

Getting orientated to university services and building locations assists in quicker acculturation. The library, computer facilities, parking services, and dining halls are a few essential places. A campus tour during orientation could be useful. McLachlan and Justice (2009) used “change overload” to describe the experience of moving to a different culture including weather and food differences, homesickness, performance pressure, language barriers, and financial strains. Consequently, emotions like stress, anxiety, feelings of rejection, and isolation result from culture shock. Some students feel a lost in identity, unwillingness to converse with others, and lowered confidence (Kwon, 2009; Liu, 2011; Zhao et al., 2005).
Academic Confusion

A major academic difference for international students involves assignment workloads. Rather than one final exam at the semester’s end, American universities focus on multiple exams and assignments throughout the semester. This might cause stress from a lack of preparation. Study techniques, classroom etiquette, and oral participation are concerns. Even though some students may be confident in their English abilities, they tend to struggle with accents and slang from fellow classmates. In addition, many international students arrive in the U.S. on scholarships, which intensify academic pressure (Liu, 2011; McLachlan & Justice, 2009; Poyrazli & Grahame, 2007).

Social Integration

International students are typically raised and educated in collectivist societies; whereas, the U.S. educational system embraces individualism and self-seeking assistance. Students prefer to talk about personal problems with friends, family, and partners. Unfamiliarity and stigma decrease the use of university services such as psychological and career counseling. English language proficiency, perceived racial discrimination, misunderstandings, and extro/introverted personality differences cause social isolation for international students (McLachlan & Justice, 2009; Poyrazli & Grahame, 2007). Social interactions occur in and outside the academic arena. For example, international students must speak with American professors and students during class but also while shopping, recreating, and banking. These social experiences can be beneficial to the student development process; however, unless strong ties are created to build support, the international student cannot resolve personal problems related to adjustment (Al-Sharideh & Goe, 1998). Being introverted, especially in comparison to many Western students,
can cause psychological problems during the transition process. Students might feel less successful to those who actively seek out help or advice from people.

**Methods and Suggestions for Improving Acculturation**

Acculturation into an unknown environment unfolds over time, ranging from days to weeks to years depending on the individual’s circumstance. Transitioning requires frequent assistance, academic familiarity, and strong social networks. Overall, “information about workshops for international students, international cultural clubs and student organizations, on-campus job opportunities, community programs, and sources of ongoing support for academic and personal concerns, including counseling programs, will help provide direction and aid” (Murphy et al., 2002, p. 40). The campus as a whole, including administrative professionals, faculty, and student affairs personnel are accountable for assisting international students.

**Administrative Advice**

Administrators, assessment teams, and professional staff share responsibility for monitoring and improving the international student experience on campus. Engagement varies from orientation to classrooms. Early socialization activities improve the transition process such as intentional housing arrangements and summer bridge programs (Zhao et al., 2005). Admissions could target specific countries with already existing international students to help guide support networks. Also, resources allocation for programs and services help accompany the influx of new students. Financial assistance, tutoring systems, and multicultural counseling initiatives should be provided (Kwon, 2009; Poyrazli & Grahame, 2007; Zhao et al., 2005). A collaborative effort with multiple university services, trained professional staff who are knowledgeable on international
issues, and practitioners with various backgrounds can improve the campus climate for international students (Sangganjanavanich et al., 2011).

**Transitional Preparation**

**Pre-arrival.** Students requested additional information about the university and surrounding community before arrival to lessen the shock reaction. Starobin (2006) commented on online chat rooms or informal orientation programs, designed and hosted by American students interested in helping international students learn about the institution. Educational materials could be delivered with updated websites, online brochures, or guidebooks. A household merchandise donation program from previous international students or departing domestic students could promote recycled items and saving money. The program would emphasize reusability for future use by signing in and out the items. Another option for cheaper possibilities includes garage sales, used goods online, and newspaper advertisements (Osso, 2011; Poyrazli & Grahame, 2007).

**Post-arrival.** Transportation services to and from the nearest airport, provided as free or low cost, through recruited volunteers would significantly lower stress for international students (Poyrazli & Grahame, 2007). Taxis, long-distance bus services, and rentals are expensive alternatives to a university service. If a local bus system does not exist within the city, a shuttle to help students retrieve toiletries, furniture, groceries, or other basic necessities would soften transition. The shuttle could run throughout orientation week or even on a weekly basis during the semester.

Finding affordable housing options can be difficult with unfamiliarity of surroundings and language proficiency. Solutions for housing problems include on-campus temporary housing during winter and summer breaks to offset hotel expenses.
Another possibility is a Host Family Program, where community families, local residents, or university faculty/staff host an international student for a few days while they settle into campus or apartment housing. Long-term institutional planning could take into account housing problems experienced by nontraditional students. Sherry, Thomas, and Chui (2010) reported a Canadian student highlighting the special food needs for international students, specifically Muslims who have dietary restrictions. Ethnic food could not only alleviate limitations but also educate domestic students about global traditions.

Health insurance, counseling services, and support groups are typically available on campus. Professionals and staff need to first, be knowledgeable on the subjects and services within the university, as well as, assist informing international students on costs and documentation. Appropriate advertising, brochures during orientation, and small lectures could break the stigma attached to seeking help from outsiders (Poyrazli & Grahame, 2007).

**Academic Support**

**Technology.** International students feel more comfortable using computer technology for class assignments and general communication because they have opportunities to translate text. Face-to-face interactions can be intimidating because of language proficiency and students prefer to use technology to avoid embarrassment. However, as time goes on and international students remain at an American university for longer, they adapt to cultural norms and act similar to domestic students (Zhao et al., 2005). According to a survey conducted by Sackers, Secomb, and Hulett (2008) on how to best serve international students in the library, students ranked web pages as the most
preferred method of learning and personal contact with staff as the second priority. Students then determined email notifications and upcoming services as the preferred communication rather than web pages, in-person, or in newsletters. Up-to-date technology with simple access is not only beneficial to international students, but also appropriate for domestic students.

**Cultural clarifications.** Sherry et al. (2010) studied international students at The University of Toledo in regards to American culture. An Indian female student remarked, “International students need more intensive orientation to understand the ‘new’ culture’s demands, values, beliefs, socially appropriate behaviors” (p. 39). Researchers forewarned the possibility of discrimination from domestic students. “Understanding racism refers to the ability to recognize various manifestations of racism, such as the low expectations that faculty may have of minority students,” (Poyrazli & Grahame, 2007, p. 30). International students might be treated as lower class due to the perceived language difficulties. Students can be made aware of the differences between expected and appropriate classroom communication and racial inequity.

**Socialization**

**Friendships.** Zhao et al. (2005) discovered “international students indicate a stronger preference for making friends from the same country or students from other nations overs students from the host country” (p. 210). By establishing friendships with others of the same nationality, international students can better maintain their cultural identity and feel comfortable expressing themselves in the foreign community. Even though adaptation is easier when friendships are created with American students, stress coping mechanisms such as a network of similar individuals can also quicken the
adjustment process. Strong relationships can lead to emotional gratification, secure feelings, and assistance during difficult times (Al-Sharideh & Goe, 1998; Sherry et al., 2010). A problem associated with connecting only with those from the same cultural background is the dilemma of balancing two social systems. International students are required to speak to domestic faculty and students during class, obtaining food, managing finances, and buying essential items while also maintaining friendships with fellow international students. If at any time a student fails at finding an equal balance, problems such as a loss of friends, financial burdens, or lowered grades cause a negatively affected self-esteem. When the ethnic community reaches beyond 21 people, international students feel too excluded and overwhelmed. The best option is to have a few close ties with coculturals and pursue American relationships to promote confidence and independence.

**Programming and community engagement.** Contact with co-nationals encourages students after arrival. Sherry et al. (2010) reiterated the importance of intercultural connections; furthermore, international students found programs within their educational department to be both valuable and promising. Extracurricular activities tailored to include international students improve adjustment process, resulting in lower levels of stress, loneliness, and depression. Students requested programming for social interactions between domestic and international students such as biweekly or monthly lunch programs, which promote socialization. When friendships failed on campus, students became interested in reaching out into the community, whether by service or connections with similar ethnic groups (Poyrazli & Grahame, 2007). Kwon (2009)
suggested frequent seminars or workshops within international offices could positively affect homesickness.

Liu (2011) suggested volunteer opportunities to offer low-stress and meaningful communities that encourage friendly interaction. Hobbies, daily life, and cultural customs can be freely spoken about, thus improving English proficiency and self-esteem for the international students. Liu also found working part-time helps language barriers by working “with a variety of people who had diverse speaking styles and accents” (p. 83).

**Summary**

After sorting through the various research materials, some of the main key findings included transitional assistance, programming efforts, and resource availability. A collaborative effort across campus departments (i.e., career center, housing and residence life, counseling services, academic advising, and student life) could promote an accessible environment for international students struggling with language and culture differences. Post-arrival informational sessions, which cover the above topics, can provide the extra assistance needed. Ball State University already offers many of the suggested programs and services; however, those resources are currently not transmitted to international students.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The creative project was designed to extend orientation with post-arrival information sessions for incoming international students at Ball State University. Through a four-week seminar series covering resources, campus services, transportation, and American culture, the students would gain a better understanding of the collegiate and local community. The current orientation sessions offer important material about immigration, maintaining visa status, health insurance, and financial requirements. However, international students are unaware of the supplementary resources given to all college students. The goal of the post-arrival sessions is to answer any questions not covered during orientation about the university and correlate sessions with academic, social, and personal needs. By collecting brochures and fliers from various departments (i.e., Career Center, Library, Learning Center, and Counseling Center), students can be better prepared for their short or extended stay. The information sessions and presentations allow students to meet each other, learn about campus and local resources, and reduce individual advising appointments with professional staff.

Methodology

The initial step in creating information sessions for international students was by attaining feedback from the International Student and Scholars Services advisors to
recognize the current issues for Ball State University students. The professional advisors provided several suggestions from varying viewpoints based on their years spent at the institution. Some advisors worked directly with students during international orientation while others remained in their office for academic and personal advising sessions. However, all agreed on the fact that international students were not receiving the information, resources, and services necessary for a successful transition into an American university.

The next step in designing information sessions was to review university initiatives from the Association of International Educators (NAFSA). College and university members of the professional organization presented at state, regional, and national conferences to highlight their innovative approaches for effective international student transition. For example, Emory University listed learning outcomes for their fall orientation along with specific educational material and assessment guidelines. Xavier University focused on pre-arrival orientation with post-arrival workshops each month. The University of California, Los Angeles (UCLA) offered an optional international orientation with a sign-up list and additional fees for those international students who need the assistance. The students already acclimated to American culture would not be required to attend the sessions.

The final step – a constructed literature review – expanded on the collaborative perspectives offered by the Ball State international educators and the various institutions in the United States. The research reiterated the general concern for additional support for international students. Altogether, the post-arrival information sessions consisted of
intended goals for the overall program demonstrated by Emory University, optional weekly sessions, and student evaluations after each workshop.

The four-week information sessions stemmed from the transitional, academic, and personal issues developing over the first few weeks after orientation. For example, “culture shock” causes an intense feeling of loneliness and depression by the fourth week of experiencing a new, unknown environment. The fourth information session was designed to introduce student organizations, volunteer opportunities, and campus events; furthermore, international students could meet domestic students to offset homesickness and fear. The information session material was gathered from numerous departments across campus such as the Learning Center, Library, and Student Voluntary Services to name a few. The Counseling Center offered brochures and handouts online in multiple languages. The suggestions from the international student advisors, other institutional programs, the literature review, and campus student services combined to create international post-arrival information sessions to assist in an efficient acculturation process.

**Design of Program**

The international post-arrival information sessions were intended to better equip international students for transitional, academic, and personal success. The learning outcomes, determined by advisors and current international students, ranged from providing general information to making local friends. The sessions consisted of four presentations given over the course of four weeks. As instructed by the Director of International Student and Scholar Services, a graduate assistant from the office facilitated the sessions in the Rinker Center for International Programs (RCIP); also, RCIP has a
large conference room, the Phyllis Yuhas Room, for which the workshops were conducted. Furthermore, the sessions lasted approximately one hour, comprised of an introduction, overview of the session, the information, closing remarks and questions, and a short assessment. Each PowerPoint presentation was offered twice per week to increase participation. The individual sessions included these topics: resources, campus services, transportation, and American culture. The evaluation component measured participation, number of questions to help revisions, and surveys about educational material.

**Resources**

The Resources presentation introduced basic campus resources that were necessary during the first week of classes. The Ball State University Bracken Library, the Learning Center, Blackboard, email, and buying textbooks were the five general sections listed in the PowerPoint slides. The library’s professional staff provided brochures to hand out during the session. In correspondence, the section discussed building hours, steps to reserve a study room, and computer usage. The Learning Center also contributed small handouts with tutoring options and respective faculty for targeted assistance. Screen shot images of signing into Blackboard helped to visual the process. Courses, syllabus, and contact information were represented in websites and pictures. This method best communicated the material in chance of confusion. The email section gave a systematic tutorial on how to log into the Ball State webmail account with a username and password. Lastly, buying textbooks displayed options in and around campus, such as the Ball State Bookstore and TIS Bookstore in the village. Several
slides were removed before uploading the sessions onto the international student website to avoid redundancy.

**Campus Services**

The second weekly session – Campus Services – attempted to answer questions about the Career Center, employment, counseling, Bursar, and the Health Center. Many international students are unaware of the free campus services available at Ball State. The Career Center section displayed the office location, various resources, and daily hours. This led into international student employment opportunities, which required permission from the Rinker Center for International Programs and Career Center staff. The session slides give instructions for each step, from creating an account with Cardinal Career Link to finding an appropriate job. Terms were simplified to assist in translation. The Counseling Center was another campus department rarely visited by foreign students because of stigmatized perceptions or unawareness. The session presented counseling services such as individual and group counseling, career exploration, consultation, and emergency services. Fortunately, the Counseling Center offered special group workshops for international students, including the International Conversation Hour and Journeys: International Student Group. The bursar section guided students through “eBill” and making tuition payments through screen shots. The final PowerPoint slides concluded with the Health Center, pharmacy, and Women’s Center.

**Transportation**

The third week of presentations involved transportation options for example, driver’s license, MITS bus, Indianapolis shuttle, and traveling outside the United States. Typically, by this time, international students are eager to explore off-campus or need
groceries but do not know the route. Obtaining an Indiana driver’s license can be a complicated task unless otherwise educated. The presentation listed the required documents (passport, I-20, and local bank statement or utility bill) to bring to both the Social Security Administration and Indiana Bureau of Motor Vehicles. The PowerPoint slides provided addresses, directions, and maps to guide the students from campus. The second resource, MITS bus, allows college students to ride free around Muncie. To better prepare students for holiday breaks and traveling, the Hoosier Ride/Miller Trailways shuttle transports people from Ball State to the Indianapolis International Airport for a small ticket price. The websites, phone numbers, and departure/arrival times were added to the section for easy accessibility. The last few slides described the documents necessary for traveling outside the United States. International students were shown to hold a valid passport in order to leave and return in the country of citizenship. Re-entry into the U.S. required further documentation; however, the session walked through the steps to prevent any mishaps.

American Culture

The final weekly session – American Culture – brought up topics related to student life, “culture shock,” campus organizations, and volunteering. International students desire to get involved, overcome homesickness, and meet new Americans by their fourth week on campus. The Student Life department posted several advertisements online, sharing the semester-long events and activities. The sessions brought forth these dates and themes for Late Nite, a well-prepared party hosted by the University Program Board that offered social gathering opportunities. Their second major event is Friday Night Filmworks, which shows new movie releases every Friday evening. The next
section introduced “culture shock,” illustrating the excitement, fear, adjustment, and comfortable stages during the first few months of arriving in a different culture.

International students rarely participate in campus organizations, because of either language barriers or shyness. The American Culture session was designed to inform students on the numerous options to get involved and proper contact methods. The Pride Guide shaped the PowerPoint slides with names, email addresses, and websites. Volunteering was another unexplored possibility to meet friends and learn more about the Muncie community. Some students even had the ability to earn credit, build resume experience, and gain leadership roles.

Summary

Altogether, the international post-arrival information sessions offered a wide range of resources, materials, and campus networks to help international students be transitionally, academically, and socially successful. The sessions supported students during their initial four weeks at Ball State University; furthermore, each weekly session matched with the students’ needs. By presenting the sessions in-person and placing the slideshows publically online, international students had constant access to important university information. The assessments encouraged necessary revisions to successfully meet the learning outcomes.
CHAPTER FOUR
POST-ARRIVAL INFORMATION SESSIONS FOR BALL STATE UNIVERSITY
INTERNATIONAL STUDENTS

Chapter four contains the outlines for each post-arrival information session, created for graduate assistants responsible for presenting the material to international students. The lectures are given in a one-hour period, two times a week at varying opportunities. Sessions include an introduction of the facilitator, overview of the presentation, and icebreaker to encourage participation. Afterward, international students will be given a voluntary questionnaire to evaluate the program’s effectiveness and relevancy of information; furthermore, learning outcomes are determined for assessment purposes.

Students will learn practical steps to engage academically and socially with peers, faculty, staff, and community members. Sessions are designed to better prepare students for class assignments and cultural differences. Group discussions and dialogue should promote friendship development.

**Session One: Resources** (see pages 30, Appendix A: 49, Appendix B: 72)

Session One reviews the available resources on Ball State University’s campus. PowerPoint slides include information regarding library services and the Learning Center. Locations, times, relevant services, and study room reservations are important during the first week of classes. Blackboard and email are discussed in the subsequent
slides with screen shots and step-by-step instructions. Lastly, the local bookstores where international students can purchase textbooks and supplies are mentioned.

**Session Two: Campus Services** (see pages 33, Appendix A: 54, Appendix B: 72)

The second post-arrival information session is about campus services, free for both domestic and international students. The Career Center PowerPoint slides introduce the general functions of the office as well as location, open hours, and website. The slides continue with employment options and corresponding immigration regulations for on-campus positions. Screen images assist students along the process and describe hourly wages, job titles, and application due dates. Similar information is provided about the Counseling Center with opportunities and programs designed particularly for international students. The final sections review the Bursar office and paying tuition fees online; furthermore, the Health Center services, including the pharmacy, medical assistance, and Women’s Center are on the last slide.

**Session Three: Transportation** (see pages 37, Appendix A: 60, Appendix B: 73)

Session Three describes the transportation options in Muncie and surrounding areas. For example, the first section contains details for international students interested in applying for a driver’s license. Students are required to verify identification, lawful status, Indiana residency, and a social security number if possible. Maps of the necessary offices are illustrated on the slides. In addition, the Muncie Indiana Transit System (MITS) section includes a website, routes, and services hours. International students wanting to travel to and from the Indianapolis Airport can know more about the Hoosier Ride shuttles that leave directly from Ball State. Lastly, overseas or out-of-country transportation requirements are provided in the last slides of the presentation. The slides
describe which documents are necessary for re-entry into the United States such as a passport, valid visa, immigration paperwork, and financial statements.

**Session Four: American Culture** (see pages 41, Appendix A: 66, Appendix B: 73)

The last week and final session reviews American culture, particularly on Ball State University’s campus. The first half of the presentation reviews opportunities for international students to have fun to overcome the feelings of “culture shock.” The Student Life department offers numerous events, including Late Nite and Friday Night Filmworks every week during the academic year. Students are then exposed to the four psychological areas associated with “culture shock” like excitement, anxiety, adjustment, and mastery. Student organizations, ranging from athletic to Greek to performing arts groups are introduced for involvement options. A consequent slide lists the current multicultural organizations and their emails or websites for additional resources. Student Voluntary Services is introduced in the final slides to describe the leadership and service-learning opportunities.
Session One: Resources

Learning Objectives

I. Understand Bracken Library’s computer and printing services, study room availability, and hours

II. Become familiar with the Learning Center’s tutoring opportunities

III. Learn how to log onto Blackboard to examine course materials

IV. Utilize Ball State’s email services

V. Know the various locations on or near campus to buy textbooks

Presentation Outline

I. Introduction of graduate assistant presenter

II. Introduction and overview of session
   a. Icebreaker with international students
   b. Short overview of each section

III. Library
   a. Computers, printing, and study rooms are free for international students.
   b. In order to reserve a study room, visit this website to select room, hours, and technological needs.
   c. CardCat is a library resource, which helps locate books and magazines.
   d. Bracken Library’s hours vary during the breaks and holidays, but the general open hours are listed on this slide.
   e. If you are experiencing problems or would like to ask a question, you can chat online with a librarian via this website.
IV. Learning Center

a. The Learning Center is located in North Quad, room 350 on the third floor.

b. The Center offers free tutoring for multiple majors, such as math, physics, accounting, economics, writing, and many more.

c. Tutoring varies to meet your needs, but common help includes time management, note taking, editing, reading and writing, research, and grammar.

d. Instructors are available during these hours and more information is on their website.

e. If you need particular help with a subject, please call these numbers for assistance.

V. Blackboard

a. Blackboard is an online resource used by faculty to post homework assignments, projects, updates, and syllabi.

b. This will be the first screen when you use Blackboard. You will need to sign in with your username and password given to you before you arrived on campus.

c. For example, your courses will be listed in this section and you can click on any of the enrolled courses.

d. The tabs on the left will provide information about the course. There you will find additional resources.

e. You will most likely use Blackboard to post assignments or discussions.
VI. Email

   a. Emailing is crucial to communicate to each other and to your professors.
   b. Ball State University sends out emails to announce events, programs, activities, safety information, and other information messages.
   c. You can login to your email account with this website, under BSU OFFICE 365 Webmail.
   d. Type in your username and password to access your emails.

VII. Buying Textbooks

   a. You will need to buy your textbooks during this week to prepare for assignments and lectures.
   b. There are two local bookstores near campus, one in the Arts and Journalism Building and one in the “Village” near the Student Center.
   c. You can rent or buy used/new books, whichever one you prefer or are available in the store.
   d. Used books tend to be sold quickly, so you will want to read your syllabus to know which books are required for the class.
   e. Other options are online if you find cheaper textbooks.

VIII. Conclusion with questions and answers
Session Two: Campus Services

Learning Objectives

I. Understand the general services offered by the Career Center, including advising and on-campus opportunities

II. Know the appropriate steps and documentation for student employment

III. Be competent in hiring terminology and job descriptions

IV. Utilize the free resources in the Counseling Center and reduce stigmas associated with receiving guidance outside the family

V. Become knowledgeable of eBill and the processes of paying tuition fees online

VI. Be familiar with the Health Center, including pharmaceutical services, the Women’s Center, and medical assistance

Presentation Outline

I. Introduction of graduate assistant presenter

II. Introduction and overview of session
   a. Icebreaker with international students
   b. Short overview of each section

III. Career Center
   a. The Career Center is located in Lucina Hall, room 220. This is the same building where students register for their Ball State student ID card.
   b. The Center provides individual career advising to help with specific needs.
c. You can also stop by the office to have your resume reviewed by a professional staff member.

d. The resource room includes books, articles, brochures, and computer software to look up careers related to your major.

e. Job fairs are events where employers demonstrate their business and request resumes for possible jobs.

f. If you need more information, this is the Career Center’s website.

IV. Employment

a. If you have a F-1 or J-1 visa, you can apply to work on-campus.

b. I will guide you through the websites to find open positions in the next few slides.

c. The Rinker Center for International Programs office has green sheets that you need to fill out with your name and Ball State ID number. The International Student Advisors will grant you permission to apply for jobs.

d. Once you sign in with your username and password, you will find the Cardinal Career Link, which provides information and job postings.

e. The job title and description are listed in the posting, as well as the wage and application due date.

f. The final step is to fill out a referral sheet in the Career Center, which you will then take to the employer. The RCIP and Career Center staff is available if you have questions about the process.

V. Counseling Center

a. The Counseling Center is on the third floor of Lucina Hall, room 320.
b. If you are feeling sad or angry about a situation or person, you can speak to someone for free in the Counseling Center. They offer individual and group counseling sessions to all Ball State students.

c. You should not be ashamed or embarrassed by seeking guidance because the conversations are confidential.

d. The Center has a 24-hour emergency telephone number if you need to talk to a person at any point during the day or night.

e. The counselors can offer advice about careers or learning problems too.

f. The Counseling Center’s website provides additional information in several different languages.

g. International Conversation Hour is a group of American and international students. The group meets every Tuesday to discuss academics, friendships, dating, and hobbies. If you want to improve your English skills, I recommend attending these meetings.

h. Journeys is for international students only and you will meet other students, create friendships, and support one another during your time in the United States.

VI. Bursar

a. The Bursar office is also located in Lucina Hall’s lower level; however, if you want to pay your tuition bill and fees, you will need to log into “eBill.”

b. Type-in your username and password on this website.
c. By following these steps, you find the “eBill” system where you can see your current balance and previous bills.

d. You can either make a payment or set up a payment plan for the entire semester. If you do not pay your bills on time, the Bursar office will put a hold on your account. This will keep you from registering for classes.

VII. Health Center

a. The Health Center is the final campus service in this presentation. The Health Center is where you got the TB shots during orientation and is located near the Recreation Center.

b. The services are free to all Ball State students and you can walk-in to receive medical help.

c. You do not need to make an appointment with the doctors but expect to wait between 30 to 60 minutes.

d. If you need medication, you can use the pharmacy on the first floor to pick up the medicine.

e. There is also a Women’s Center on the second floor, room 211, for women experiencing female-related health issues.

VIII. Conclusion with questions and answers
Session Three: Transportation

Learning Objectives

I. Understand the processes of obtaining an Indiana driver’s license

II. Be familiar with the appropriate forms of identity, including passport, residency bill or contract, I-20 document, and social security number

III. Know how to utilize Muncie’s public transportation system

IV. Become competent in traveling outside of Muncie by using the Hoosier Ride shuttle service to Indianapolis and other cities

V. Understand the necessary documents to leave the United States and the required forms of identity to re-enter into the country

Presentation Outline

I. Introduction of graduate assistant presenter

II. Introduction and overview of session
   a. Icebreaker with international students
   b. Short overview of each section

III. Driver’s License
   a. Any F, J, or H visa holder and their dependents may apply for a driver’s license.
   b. To get the license, you must show these four documents: passport; I-20/DS-2019 and I-94 forms; proof of Indiana residency; and social security number or Letter of Ineligibility from the Rinker Center for International Programs (RCIP) office.
c. Further instructions are listed on this website.

d. Once you receive the Letter of Ineligibility from RCIP, you can take the letter to the Social Security Administration office near downtown Muncie.

e. Then you will take all of your documents, including the new Social Security card to the Bureau of Motor Vehicles on McGalliard Road. The directions are listed in this presentation for further review online.

IV. MITS Bus

a. The Muncie Indiana Transit System, or MITS, is Muncie’s public transportation system.

b. MITS Bus is free to all Ball State University students with the Ball State ID card.

c. The hours vary depending on the day and holiday; however, you can see the times and routes on their main website.

d. You can take the MITS Bus to Wal-Mart, Target, the Muncie Mall, and other shopping areas. The buses meet at the central downtown location where you can switch bus routes if necessary.

V. Indianapolis Shuttle

a. If you need a ride to the Indianapolis International Airport or a ride back to Muncie, you can buy shuttle tickets with Hoosier Ride.

b. The tickets are around $18.00 USD for one-way rides.

c. The shuttles arrive to the Ball State Student Center at 12:40 p.m. and 7:30 p.m.
d. When you visit the Hoosier Ride website, you need to click on “Ticketing – Buy & Print Now.” This will take you to another page for specific information.

e. Fill out the form with Ball State University, IN and your destination, whether that is Indianapolis or another city. In addition, you will decide on a departure date and how many people are traveling.

f. You can always call the Hoosier Ride company if you have difficulty or further questions regarding your ticket or destination.

VI. Traveling Outside of the U.S.

a. It is very important to understand the federal regulations when leaving and coming back into the United States.

b. Before leaving, you will need to research the other country to know the rules and travel documents required, such as a visa or form. Check the Embassy of that country to find the information.

c. You always need a valid passport.

d. To re-enter into the United States, you need the following documents: a valid passport or travel document; a valid F-1 or J-1 visa; and an I-20/DS-2019 document signed by the International Student Advisors in RCIP.

e. Please have your documents signed by the advisors before leaving the country and update your passport if necessary.

f. You should bring these additional documents when traveling to ensure a smooth re-entry process: assistantship letter or bank statement; Ball State
University transcripts; and contact information for an International Student Advisor.

\( g \). Dependents are also required to carry their documents and can travel separately from the primary F-1 or J-1 visa holder.

VII. Conclusion with questions and answers
Session Four: American Culture

Learning Objectives

I. Be familiar with the on-campus events hosted by Late Nite and Friday Night Filmworks

II. Understand the four stages of “culture shock” by recognizing the various emotions associated with each stage

III. Learn how to give involved in a student or professional organization

IV. Know the different types of volunteering opportunities and the corresponding benefits for academic and social engagement

Presentation Outline

I. Introduction of graduate assistant presenter

II. Introduction and overview of session
   a. Icebreaker with international students
   b. Short overview of each section

III. Student Life
   a. Late Nite is a Student Center program, hosted every Saturday from 9 p.m. to 1 a.m.
   b. There are different themes for each Saturday event and free to all Ball State students. You can play games, dance, eat food, or create crafts depending on the theme.
   c. The Friday Night Filmworks event is every Friday evening, beginning at 9 p.m. in Pruis Hall.
d. The movies are recent and are shown before created into DVDs; also, the event is free for students.

IV. “Culture Shock”

a. Are you experiencing a wide range of emotions since arriving in the United States? But please do not worry, this is normal!

b. “Culture shock” is what happens when you arrive in a new place or environment.

c. The first stage is a feeling of excitement because you are seeing new people, places, and things. You cannot wait to make friendships and explore the surrounding area.

d. The second stage is a sudden moment of fear, anxiety, and loneliness. This usually occurs by the third or fourth week. You begin to miss your friends from home or traditional food.

e. The third stage develops over time as you adjust eating habits and daily routines. You might have a small group of friends that understand your situation and are available as support.

f. The final stage is a complete mastery of the new culture. You become comfortable with the language, food, and people. This can take months to achieve.

V. Campus Organizations

a. If you want to make American friends, then I recommend joining a student organization that fits your interests.
b. There are several types of organizations, including professional, Greek, multicultural, performing arts, religious, service-based, and many more.

c. You can choose from hundreds of different groups on campus by searching through the Pride Guide on this website.

d. Here is a list of specific multicultural organizations where you might meet other international students from your country.

VI. Volunteering

a. The Student Voluntary Services program, located in the Student Life office in the Student Center, offers many volunteer options.

b. The programs range from 2-3 hours a week to a one-time event.

c. These opportunities will allow you to meet American students, practice your English skills, and make a difference in the local community.

d. You can also take on a leadership role where you become in-charge of a project while serving alongside other volunteers.

e. Alternative breaks are very popular among international students because they are weeklong trips outside of Indiana.

f. During both Fall and Spring breaks, students gather to plan and implement projects in a needed area. You can find more information about any of these options on their website.

VII. Conclusion with questions and answers
References


APPENDIX A

INFORMATION SESSIONS MATERIALS
International Post-Arrival Spring 2013
Information Sessions

All sessions will be held in the Rinker Center for International Programs

**WEEK 1: Resources**
Monday, Jan. 7th @ 12:00-1:00pm
Tuesday, Jan. 8th @ 6:00-7:00pm

Do you know how to access Blackboard or buy textbooks? Need tutoring or writing assistance? This session will discuss your basic academic needs.

**WEEK 2: Campus Services**
Monday, Jan. 14th @ 12:00-1:00pm
Tuesday, Jan. 15th @ 6:00-7:00pm

Looking to get an on-campus job? Confused about paying tuition? Feeling sick or sad? Ball State University services are available to you.

**WEEK 3: Transportation**
Monday, Jan. 21st @ 12:00-1:00pm
Tuesday, Jan. 22nd @ 6:00-7:00pm

Driver's License | MITS Bus | Indy Shuttle | Traveling Outside of U.S.

Need to get a driver's license? Wanting to visit downtown Muncie or Walmart? Planning to travel back home? Learn more about transportation options!

**WEEK 4: American Culture**
Monday, Jan. 27th @ 12:00-1:00pm
Tuesday, Jan. 28th @ 6:00-7:00pm

Student Life | "Culture Shock" | Campus Organizations | Volunteer

Want to meet American students? Get involved on campus? Volunteer in Muncie? Come to find out more information!

January 2013 Schedule

<table>
<thead>
<tr>
<th>Sunday</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>1</td>
<td>ORIENTATION</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
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<td>8</td>
<td>RESOURCES</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
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<tr>
<td>15</td>
<td>CAMPUS SERVICES</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
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<tr>
<td>22</td>
<td>TRANSPORTATION</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>AMERICAN CULTURE</td>
<td>30</td>
<td>31</td>
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Week One: Resources

INTERNATIONAL POST-ARRIVAL
INFORMATION SESSIONS

Week 1: Resources

1. Pair up with another student
2. Introduce yourself
3. Name?
4. Country?
5. Favorite activity?
1) Library
2) Learning Center
3) Blackboard
4) Email
5) Buying Textbooks

1) Library

Bracken Library Services

- **Computers** — Log in with Username and Password
- **Printing** — (500 pages per person)
- **Reserving a study room**
  [http://www.bsu.edu/libraries/studyrooms/](http://www.bsu.edu/libraries/studyrooms/)
- **CardCat** — Find a book in the library
- **Hours:**
  Monday-Thursday: 7:00 a.m. – 3:00 a.m.
  Friday: 7:00 a.m. – 9:00 p.m.
  Saturday: 9:00 a.m. – 7:30 p.m.
  Sunday: 10:00 a.m. – 3:00 a.m.
- **Ask a Librarian** — chat online with a librarian if you have questions
  [http://www.bsu.edu/libraries/askalibrarian/](http://www.bsu.edu/libraries/askalibrarian/)
2) Learning Center

- Location: North Quad 350
- Free Tutoring – Math, Physics, Accounting, Economics, Writing, Communication, History, and many more!
- Tutoring Includes:
  - Time management
  - Note-taking
  - Test-taking
  - Reading and study skills
  - Computer assignments
  - Paper review
  - Editing skills
  - MLA/APA format
  - Library research
  - Grammar and speeches
- Academic Year Hours:
  - Monday - Thursday: 9:00 a.m. – 8:00 p.m.
  - Friday: 9:00 a.m. – 12:00 p.m.
- Summer Hours:
  - Monday - Thursday: 12:00 p.m. – 4:00 pm
- Website:
  [http://cms.bsu.edu/Academics/CollegesandDepartments/UniversityCollege/LearningCenter.aspx](http://cms.bsu.edu/Academics/CollegesandDepartments/UniversityCollege/LearningCenter.aspx)
- Contact:
  - Study Strategies Desk: 765-285-3779
  - Math Desk: 765-285-3780
  - Writing Desk: 765-285-3778
  - Jackie Harris: 765-285-8107

3) Blackboard

Step 1: Sign in with Username and Password
[https://blackboard.bsu.edu/webapps/portal/frameset.jsp](https://blackboard.bsu.edu/webapps/portal/frameset.jsp)
4) Email

**www.bsu.edu** — Current Students

Select: Webmail
Select: LOG ONTO BSU OFFICE 365 Webmail

**Information Technology Services**

Webmail Gateway

Information Technology (IT) has upgraded Ball State’s e-mail system to Microsoft Exchange Online, as part of Office 365 in the cloud. To log into your upgraded account, click LOGIN in BSU OFFICE 365 Webmail.

For more information about the e-mail upgrade and to find answers to frequently asked questions, visit www.bsu.edu/emailupgrade.

**Students**

To conserve paper, save resources, and shorten the amount of time you would wait for a message via regular mail, the university sends official communications to all Ball State e-mail addresses.

5) Buying Textbooks

**Ball State Bookstore**

- **Location** — Arts and Journalism Building (Atrium)
- **Website** — Ball State Bookstore
- **Used/New** - Used books are cheaper but must be ordered soon
- **Rent** — Instead of buying, you can rent books for a semester
- **Sell** — Receive money $$$ for your textbooks after the semester

**Hours:**
- Monday-Thursday: 8:00 a.m.—7:00 p.m.
- Friday: 8:00 a.m.—5:00 p.m.
- Saturday: 10:00 a.m.—2:00 p.m.
- Sunday: Closed

**Your Customized Textbook List**

- [nook study](#)
- [Study Smarter, Not Harder](#)
5) Buying Textbooks

TIS Bookstore

- **Location** – In the Village, near the Student Center
- **Used/New** – Used books are cheaper but must be ordered soon
- **Rent** – Instead of buying, you can rent books for a semester
- **Sell** – Receive money $$$ for your textbooks after the semester

**Hours:**
- Monday-Thursday: 9:00 a.m. – 7:00 p.m.
- Friday: 9:00 a.m. – 6:00 p.m.
- Saturday: 10:00 a.m. – 6:00 p.m.
- Sunday: 12:00 p.m. – 5:00 p.m.
Week Two: Campus Services

INTERNATIONAL POST-ARRIVAL
INFORMATION SESSIONS

Week 2: Campus Services
1. Pair up with another student
2. Introduce yourself
3. Name?
4. One thing you like about the United States?
5. Favorite class?

1) Career Center
2) Employment
3) Counseling Center
4) Bursar
5) Health Center
1) Career Center

Career Center Services
- Lucina Hall, Room 220
- Individual career advising
- Drop-in resume review
- Career Lab – books, articles, brochures
- Practice interviews
- Learn more about job fairs and internships
- Interested in graduate school?

Hours:
- Monday-Friday: 8:00 a.m. – 5:00 p.m.
- Saturday: closed
- Sunday: closed

Career Center Link – take a career/major test to learn more.
http://cms.bsu.edu/about/administrativeoffices/careercenter

2) Employment

- Student Employment
  http://cms.bsu.edu/about/administrativeoffices/careercenter/studentemployment

STEP ONE:
- Fill out Permission to Work for Ball State University International Students form.

Green sheet – receive during the presentation or in the Rinker Center for International Programs

STEP TWO:
- On-campus job postings located on Cardinal Career Link:
  http://cms.bsu.edu/about/administrativeoffices/careercenter/ccl

STEP THREE:
- Find an on-campus job you are interested in

STEP FOUR: APPLY!
- Visit the Career Center in Lucina Hall, Room 220 to obtain a Student Employment Referral. Referrals may be obtained between the hours of 9:00 a.m. to 4:30 p.m. during the academic year and between the hours of 9:00 a.m. to 3:30 p.m. during the summer.
2) Employment

Main Screen

![Ball State University Cardinal Career Link Main Screen](image)

2) Employment

- **Job Title**: Computer Lab Assistant

- **Salary**: $7.25 an hour

- **Must apply by this date**: [Date]

- **Qualifications**
  - Must be able to handle responsibilities and have good English reading skills.
  - Have basic computer knowledge. Have Mac OS experience. Must be able to lift 40-50 pounds. Must be able to reach heights up to 5' from the ground. Must have manual dexterity to perform maintenance on printer hardware.

- **Location**
  - Muncie, Indiana
  - United States

- **Position Type**: BSU On-Campus Student Employment

- **How to apply**: Visit the Career Center in Lucina Hall, Room 220 to obtain a Student Employment Application. Applications may be submitted between the hours of 9:00 a.m. to 4:30 p.m. during the academic year and between the hours of 9:00 a.m. to 5:00 p.m. during the summer.

- **Applications Accepted Until**: [Date]
3) **Counseling Center**

**Counseling Services**
- Lucina Hall, Room 320
- Individual and group counseling
- Psychiatric counseling
- Emergency services
- Career exploration and counseling
- Consultation
- Testing

**Hours:**
- Monday-Friday: 8:00 a.m. – 5:00 p.m
- Saturday: closed
- Sunday: closed

**Counseling Center Link**—free and confidential services to all students
[http://cms.bsu.edu/campuslife/counselingcenter](http://cms.bsu.edu/campuslife/counselingcenter)

---

3) **Counseling Center**

**For International Students:**

**International Conversation Hour**
- Tuesdays in the Student Center, Rm. 310
- Time: 6:00 – 7:30pm
- U.S. and international students meet to talk about academic success, friendship, dating, and recreation.
- Improve English skills!
- Contact: Pei-Yi Lin at plin@bsu.edu

**Journeys: International Student Group**
- Wednesdays in the Lucina, Rm. 320
- Time: 3:30 – 5:00pm
- International students only!
- Share your experiences with other international students, create friendships, and learn adjustment strategies.
- Contact: Pei-Yi Lin at plin@bsu.edu
4) Bursar

The Office of Bursar and Loan Administration

- Billing
- Collecting
- Depositing money to BSU

https://cms.bsu.edu/About/AdministrativeOffices/Bursar.aspx

eBill

Ball State’s new eBill system for online bill access and payment is now available.

Ball State students can log in to view and pay bills or establish authorized payers by visiting

my.bsu.edu. Sign in using your Ball State username and password and:

1. Click the "Self Service Banner" (SSB) link under Banner links
2. Click the "Student" tab
3. Choose eBill

If you wish to add an authorized payer after accessing your eBill:

1. Click "Authorized Payees," then click "Add New"
2. Enter the name, e-mail, and optional fields for the authorized payee and click "OK"

Authorized payees, log in here to view the eBill and make payments.

Guest Payees, log in here to make payments.

4) Bursar

STEP 5: Create “Payment Plan” or “Make a Payment”

Example Bank Statement
5) Health Center

Health Center
- **Location** – on Neely Avenue near the Recreation Center
- **Website**
  - [http://cms.bsu.edu/campuslife/healthcenter](http://cms.bsu.edu/campuslife/healthcenter)
    - Walk-in clinic; no appointments
    - Paid by student tuition
- **Hours:**
  - Monday, Thursday, & Friday: 8:00 a.m. – 4:30 p.m.
  - Tuesday & Wednesday: 9:00 a.m. – 6:30 p.m.
  - Saturday and Sunday: Closed
- **Pharmacy:**
  - In-person and online medication refills

Women's Center
- **Location** – Room 211
- **Website**
  - [http://cms.bsu.edu/CampusLife/HealthCenter/Services/Syc4women.aspx](http://cms.bsu.edu/CampusLife/HealthCenter/Services/Syc4women.aspx)
Week Three: Transportation

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| 1) Driver’s License                              |
| 2) MITS Bus                                     |
| 3) Indianapolis Shuttle                          |
| 4) Traveling Outside of the U.S.                |
1) **Driver’s License**

**Steps to get an Indiana Driver’s License**
- Any F, J, or H visa holder and dependents may apply for a driver’s license
- Documents to verify legal presence with the Indiana Bureau of Motor Vehicles

1. **Identity Document:** Passport
2. **Lawful Status in the U.S.:** Form I-20 or Form DS-2019 and Form I-94
3. **Indiana Residency:** utility company bill/lease/rental contract and local bank statement
4. **And:** Social Security number or Social Security Administration Letter of Ineligibility

- Download instructions from this link: [http://cms.bsu.edu/-/media/WWW/DepartmentalContent/InternationalAdmissions/Immigration%20Forms/Drivers%20License%20Request%20-%20Form.pdf](http://cms.bsu.edu/-/media/WWW/DepartmentalContent/InternationalAdmissions/Immigration%20Forms/Drivers%20License%20Request%20-%20Form.pdf)
- Fill out the Letter Request: Driver’s License or State ID form and give to the Rinker Center for International Programs

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1) **Driver’s License**

**STEP ONE:**
- Take the Letter to the **Social Security Administration** in Muncie
  - 600 N. Walnut Street, Muncie, IN 47305
  - HOURS: Monday – Friday: 9:00 a.m. – 3:00 p.m.
  - Phone: 886-965-7586 or 800-772-1213
  - The Social Security Administration office will then give you the “letter of ineligibility” which you will need at the Bureau of Motor Vehicles (BMV)
1) Driver’s License

STEP TWO:
• Take identity document, lawful status documents, Indiana residency documents and letter of ineligibility/Social Security card to the Bureau of Motor Vehicles
  - 2904 E. McGalliard Rd., Muncie, IN 47303
  - HOURS:
    • Monday: Closed
    • Tuesday: 8:30 a.m. – 7:00 p.m.
    • Weds. – Fri.: 8:30 a.m. – 5:00 p.m.
    • Saturday: 8:30 a.m. – 12:30 p.m.
    • Sunday: Closed
  - Phone: 888-692-6841

MITS Bus:
• Take Bus #5 Whitely/Morningside from the downtown MITS station to McGalliard Road and Bellaire Avenue bus stop. When you exit the bus, walk east on McGalliard Rd. for 500 meters.
• Ask the MITS Bus Driver for help!
2) **MITS Bus**

**Muncie Indiana Transit System (MITS)**

- MITS Bus is **FREE** for all Ball State University Students
  

**HOURS:**
- **Monday - Friday:** 6:15 a.m. – 9:23 p.m.
- **Saturday:** 8:00 a.m. – 6:23 p.m.
- **Sunday:** No Service
- Check individual schedules for exact starting and ending times
- MITS does not run on holidays

**ROUTES:**
  

3) **Indianapolis Shuttle**

**Hoosier Ride/Miller Trailways**

- Daily bus service from Indianapolis International Airport to Ball State University
  
- Tickets are **$18.00 USD**
- You can purchase tickets directly from the bus driver in U.S. dollars before the bus departs.
- Phone: 800-544-2383
- Hours: **Everyday – 8:00 a.m. – 5:00 p.m.**

**TIMES:**

- Buses leave from the **Ground Transportation Center Zone 1 – Indianapolis International Airport:** 10:00 a.m. and 4:25 p.m. everyday
- Buses arrive to the **Student Center:** 12:40 p.m. and 7:30 p.m.

More Information:
  
  [http://cms.bsu.edu/admissions/international/internationalservices/transportation](http://cms.bsu.edu/admissions/international/internationalservices/transportation)
4) Traveling Outside the U.S.

Allow Entry into Another Country
• Like the United States, other countries have rules and restrictions on who can enter their country, and how.

• Country of citizenship or permanent residence:
  You generally will be allowed to enter that country if you hold a valid passport or other travel document issued by that country.

• Any country other than your home country:
  You must check with the Embassy of the country you would like to visit to inquire about specific entry procedures.

4) Traveling Outside the U.S.

Re-entry into the United States
In order to reenter the United States after a temporary absence of 5 months or less, international students should have the following documents:

1. A valid passport or travel document
2. A valid F-1 or J-1 visa
3. An I-20 or DS-2019 signed for travel by a Foreign Student Advisor (In Rinker Center for International Programs)

**Notes:** International students returning to the United States must have a valid passport or travel document valid for at least six months after the date of returning.

I-20 / DS-2019 Signatures
• F visa: I-20 signed on the 3rd page for travel by a Foreign Student Advisor within the last twelve months
• J visa: DS-2019 signed for travel by a Foreign Student Advisor within the last twelve months
4) Traveling Outside the U.S.

Other Information:
Customs and Border Protection also recommends that international students have with them:
 Evidence of financial resources
  • Assidtanship or scholarship letter or bank statement
  • Ball State Transcripts
  • Name and contact information for a Foreign Student Advisor

Dependents:
Like F-1 and J-1 visa holders, dependents must have:

1. A valid passport or travel document
2. A valid F-2 or J-1 visa
3. An I-20 or DS-2019 signed for travel by a Foreign Student Advisor

  • Dependents should carry documentation that the primary is enrolled and maintaining their status; Transcript/ Letter of Enrollment
  • Dependents can travel separate from the F-1/J-1 primary
  • Can remain in the U.S. without the primary as long as the F-1/J-1 maintains his/her current status and will return after a temporary absence using the same SEVIS ID number
INTERNATIONAL POST-ARRIVAL

INFORMATION SESSIONS

Week 4: American Culture

1. Pair up with another student
2. Introduce yourself
3. Name?
4. One thing you like about the United States?
5. Favorite class?

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1) Student Life
2) “Culture Shock”
3) Campus Organizations
4) Volunteering
1) Student Life

FUN EVENTS ON CAMPUS!!

Late Nite

- Saturdays from 9 p.m. – 1 a.m.
- In the Student Center
- Upcoming Themes:
  - Feb. 2: Touchdown: Late Nite
  - Feb. 9: Will You Be My Late Nite?
  - Feb. 16: Late Nite Shipwrecked
  - Feb. 23: Watcha Gonna Do When Late Nite Comes For You?
  - Mar. 2: Clowning Around With Late Nite
  - Mar. 23: Whose Late Nite Is It Anyway
- Other Late Nites can be found on: http://cms.bsu.edu/about/administrativeoffices/studentcenter/studentcenterprograms/latenite

Friday Night Filmworks

- Fridays starting at 9pm
- Pruis Hall – near the Library
- Upcoming Movies:
  - Feb. 1: Breaking Dawn Part 2
  - Feb. 8: Wreck-It Ralph
  - Feb. 15: Life of Pi
  - Feb. 22: Skyfall
  - Mar. 15: Lincoln
  - Mar. 22: Anna Karenina
  - Mar. 29: Les Miserables
- Other movie dates can be found on:
  - http://cms.bsu.edu/about/administrativeoffices/studentcenter/studentcenterprograms/universityprogramboard
2) “Culture Shock”

What is “culture shock”?  
- A feeling of excitement after arriving in a new place  
- Moments of fear, anxiety, and loneliness  
- Adjustments to differences, develops a routine  
- Comfortable with the host culture

3) Campus Organizations

Different Types of Organizations
- Department and Professional
- Greek (Fraternity and Sorority)
- Multicultural Organizations
- Performing Arts – dance, music, theatre
- Religious Organizations
- Service Organizations
- Special Interest Groups – comedy, motorsports, scrapbooking
- Sports and Recreation
- University Housing Organizations

Get Involved!

https://apps.bsu.edu/PrideGuide/CategoryList.aspx
3) **Campus Organizations**

**Multicultural Organizations**

- **Afghan Student Union**: Nadeem Nooristani – nnadeemullah@bsu.edu
- **African Student Association**: Catherine Aurah – cmaurah@bsu.edu
- **Asian American Student Association**: aasa@bsu.edu & www.bsu.edu/aasa
- **Black Student Association**: http://bsa.iweb.bsu.edu
- **Caribbean Student Association**: caribbean@bsu.edu & http://caribbean.iweb.bsu.edu
- **Chinese Students and Scholars Association**: Po Hu – phu@bsu.edu
- **Indian Students Association**: isa@bsu.edu & http://isa.iweb.bsu.edu
- **Korean Student Association**: ksa@bsu.edu & http://ksa.iweb.bsu.edu
- **Latino Student Union**: ballisticstud@yahoo.com & http://bsu.iweb.bsu.edu
- **Saudi Student Club**: Fahad Aseery – faseery@bsu.edu
- **Spectrum**: spectrum@bsu.edu & www.bsu.edu/spectrum
- **Student Association of Bangladesh**: Mahbubur Rahman – mrahman@bsu.edu
- **Taiwanese Student Association**: http://bsutaiwan.iweb.bsu.edu
- **Tajik Student Association**: Gandzhina Dustova – gdustova@bsu.edu

4) **Volunteering**

**Student Voluntary Services**

- [www.bsu.edu/sys](http://www.bsu.edu/sys)

**Types of Programs:**

- **Coordinated** – meet 2-3 hours each week and volunteers make a semester long commitment
- **Independent** – flexible programs where volunteers arrange the days and times they will provide assistance to the nonprofit agency
- **One-time events** – community service opportunities that begin and end on the same day.

**Leadership Opportunities:**

- **Program Coordinator** – provides leadership while serving alongside a group of volunteers
- **Executive Board Positions** – manage and maintain the Student Voluntary Services organization
Volunteering

Alternative Breaks – Fall and Spring Breaks: [http://cms.bsu.edu/campuslife/vws/programs/altbreaks](http://cms.bsu.edu/campuslife/vws/programs/altbreaks)

Alternative Breaks

When you first go away to college, you have no idea how much your life will change until you finally get there.

From your first night away from home to your first Homecoming, you're gaining experiences like no other you'll find before or after college life. If that weren't enough, you're still given even more opportunities throughout your college life like no other you can find any place else. The Alternative Breaks allow you to experience opportunities that will shape you in the out-of

Types of Service Programs
- Alternative Breaks
- Coordinated Programs
- Independent Programs
- Close-To-Home

Student Voluntary Services
Student Center Room 150
APPENDIX B

EVALUATION MATERIALS
<table>
<thead>
<tr>
<th>Post-Arrival Information Session Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found the <strong>Resources</strong> information session to be helpful: YES  NO</td>
</tr>
<tr>
<td>2. I know more about Blackboard and BSU webmail: YES  NO</td>
</tr>
<tr>
<td>3. I would attend another information session: YES  NO</td>
</tr>
<tr>
<td>If no, please explain why: __________________________</td>
</tr>
<tr>
<td>4. The information I thought was most useful was:</td>
</tr>
<tr>
<td>_______________________________________________</td>
</tr>
<tr>
<td>_______________________________________________</td>
</tr>
<tr>
<td>5. Do you have any comments or questions?</td>
</tr>
<tr>
<td>_______________________________________________</td>
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<tr>
<td>_______________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Arrival Information Session Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found the <strong>Campus Services</strong> information session to be helpful: YES  NO</td>
</tr>
<tr>
<td>2. I know more about the employment and counseling options: YES  NO</td>
</tr>
<tr>
<td>3. I would attend another information session: YES  NO</td>
</tr>
<tr>
<td>If no, please explain why: __________________________</td>
</tr>
<tr>
<td>4. The information I thought was most useful was:</td>
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<td>_______________________________________________</td>
</tr>
<tr>
<td>_______________________________________________</td>
</tr>
</tbody>
</table>
Post-Arrival Information Session Feedback

1. I found the Transportation information session to be helpful:  YES   NO

2. I know more about traveling in Muncie:  YES   NO

3. I would attend another information session:  YES   NO
   If no, please explain why:_____________________________________________________

4. The information I thought was most useful was:
   ____________________________________________________________________________
   ____________________________________________________________________________

5. Do you have any comments or questions?
   ____________________________________________________________________________
   ____________________________________________________________________________

Post-Arrival Information Session Feedback

1. I found the American Culture information session to be helpful:  YES   NO

2. I know more about student organizations and volunteering:  YES   NO

3. I would attend another information session:  YES   NO
   If no, please explain why:_____________________________________________________

4. The information I thought was most useful was:
   ____________________________________________________________________________
   ____________________________________________________________________________

5. Do you have any comments or questions?
   ____________________________________________________________________________
   ____________________________________________________________________________