An Honors Thesis (HONR 499)

by

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Abstract

Over the years mentors have looked to the peer mentor advisors and to The Peer Mentor Handbook. This book needs to be updated and reinvented every few years to keep it fresh and applicable to the new peer mentors. This is a year for reinvention and rediscovery of the peer mentor handbook. This thesis is the result of our reworking the text and design of The Peer Mentor Guide. This year we reworked the peer mentor guide and design and also included the results of our analysis of the program. The data used for this peer mentor guide came from past guides, other mentors, and surveys distributed in fall of 2012. This data was compiled and formed the basis for the peer mentor handbook and analysis.
Acknowledgements

We would like to thank Dr. Laurie Lindberg for advising us through this project. This has been a creative process and the guidance was greatly appreciated.

We would also like to thank all the peer mentors that provided material for the new handbook.

Lastly, we would like to thank all the peer mentors and freshmen that participated in the survey.
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The Idea

One day in Honors 300, Dr. Lindberg mentioned that the Peer Mentor On-Line Guide needed to be revised. I was immediately interested in revising the Guide for a senior thesis, but I also wanted to bring math into my thesis. Reflecting on my education and my internship experience, I realize that I loved using statistics and probability to compete an analysis. This is when I realized that I could use this knowledge to add an analysis to the Guide to display what the Honors freshmen and mentors in 2012 liked and disliked about Honors 100 and 300. Another of the current mentors, Russell Haver, was also interested in working on the Guide, so he and I decided to work together, with Dr. Lindberg as our advisor.

My Background

I have spent the last three years completing my major in Actuarial Science. Over the course of these three years, I have taken statistical and probability classes. I have taken two courses while in college on top of the AP statistics class I took in high school. I have also taken multiple other actuarial science classes that have incorporated probability and statistics. Over the summer, I had interned at J.P. Morgan Chase in Columbus, Ohio. Here I performed many different analyses and I wanted a thesis that would use these skills and develop them further.

The Process

The first item I had to complete was the surveys. I thought about what I wanted to know as a new mentor and tried to design a survey for both the freshmen and the mentors that would help answer this question. Once I completed these surveys I distributed them though Dr.
Lindberg. Once the surveys were returned to the Honors College, I compiled the results and ran an analysis to figure out what the surveys said. This part went very smoothly, because it was fun to do. Tallying up all the results was a long, tedious process that left room for little error.

**What I Learned About Data Analysis**

There are additional measures that could be added to this analysis that would expand on the information that was learned this year. By repeating this questionnaire for several years and running the analysis each time, more information can be gathered and there would be a point of comparison from the previous year. A study can be done by using the historical data, along with that from the most recent year. The analyst can compare year to year and see how freshmen have changed over the years and what the freshman find most beneficial. Also, if comparing several years, the researcher can see trends and patterns. For example, an analyst could see if freshmen enjoyed discussing the extra-curricular activities and did not enjoy discussing the common reader every year, or if freshmen differed on this topic year to year. A second thing that can be done to expand the usefulness of this analysis would be having students take the survey at the beginning and end of the semester. This would allow the researcher to see how the mentees change their opinion throughout the semester. It would show what freshmen think is important at the beginning of the semester and what they felt was the most important information they learned during Honors 100. An analyst could see what the freshmen have learned over the semester.

Another improvement that could be made is phrasing some of the questions differently or adding more questions. An example of a question that needed to be clarified regards the Counseling Center visit, which was question two in the survey, and asked which place the freshmen would like to visit. The freshmen may not know what the Counseling Center provides;
after all, many students on campus do not know what the Counseling Center has to offer. In addition, listing the items the Counseling Center provides would add clarification. Adding spaces to the survey would allow students to state why they had a hard time completing their four-year plan and give the faculty advisor and the mentors better insight into how to help the freshmen.

After compiling the results, the questions could be put into an online format. The online format could allow everyone to receive the survey (some of the mentors forgot to hand out the survey, which kept everyone from participating). An online questionnaire could compile the results more quickly and accurately. This would allow the questionnaire to be filled out completely and correctly. The online survey would allow freshmen and mentors to only put one answer for each question. It would also make sure the freshmen rank items correctly, when asked to rank items in order for a question. Lastly, it would automatically tally the results, which would decrease the error of tallying them by hand. There are many different ways this data can be used and the additional pieces of information, that have been mentioned, can add to further data mining to make it more beneficial to future mentors and administrators of the Honors Peer Mentor Program.
Artist Statement – Russell Haver

When I began considering possible projects to work on for my senior thesis, I knew that I wanted to do something that would be of use to others in the future. My senior thesis needed to be something more than just a paper or portfolio that would be seen by a few people for review and then put on a shelf and forgotten. Although the projects completed by other seniors are likely useful in their own rights, I wanted my project to be something that would be regularly used by students or other individuals. With that in mind, I was thrilled to find out that Professor Lindberg was looking for one or more students to work on revising the peer mentor guide for the Honors 300 course. By working on the guide, I hoped to aid not only future peer mentors taking Honors 300, but their freshmen students as well. If I could make the guide something that was more accessible and useful to mentors, I thought my work might have a lasting impact on both the way they viewed the peer mentor program and, possibly, the way in which they chose to lead their classes.

Another reason that I decided to work on updating the peer mentor guide was because of the project’s emphasis on writing. I am majoring in Legal Studies in Public Law with minors in Legal Studies in Business Law and Political Science. Through my classes, I have been able to work and improve upon my writing skills. Some of the skills that I have learned through my coursework include writing in a concise and understandable manner, organizing the ideas presented in my writing, and taking on the role of a teacher when presenting information to other individuals. Through my work on the peer mentor guide, I hoped to utilize the writing skills I gained in pursuit of my degree and create a document that was well organized, succinct, and easily understandable.
While working on the guide, I needed to utilize many of the writing skills I developed over the course of my studies. However, there were two writing skills, in particular, that I relied on while writing and revising the guide. One of those skills was my ability to organize information. This skill was particularly useful because the guide, prior to being revised, was rather disorganized. All of the necessary information was in the guide, but there was no real separation between the information that was crucial for mentors and that which, although relevant, was not vital for the mentors to successfully lead their classes. Additionally, various bits of information were unnecessarily repeated multiple times and some of it was actually outdated. In order to correct those issues, I went through the guide as if with a fine tooth comb to find the information that was important for peer mentors, that which was relevant, and that which was needlessly repeated.

Another skill that I found important was my ability to condense information into paragraphs that were succinct and easy to understand. Looking at the original guide, I found it to be rather verbose. Many of the paragraphs were too long and could be condensed into two or three lines while retaining all of the necessary information. To fix that issue, I closely examined each section of the guide, distilled the main ideas from those sections, and then rewrote or rephrased those sections to cut out unnecessary verbiage. This task was fairly easy because, during my first years at Ball State, the primary criticism that I received from my professors was that my papers needed to be more concise. I have since worked on improving my writing to make it more succinct and, because of that, was able to easily spot and correct the sections of the guide that were too long.

Looking back at the actual process I went through when revising the peer mentor guide, it seems that I had the most difficulty during the initial stages. These stages included breaking
down the peer mentor guide into different sections and then distilling the most important ideas from those sections. I think those initial stages proved more difficult and time consuming than all of my other work on the guide due, in part, to the fact that there was no clear separation between the sections of the original guide. Other problems I faced when analyzing the guide included the fact that there was no table of contents page to refer back to, information was repeated multiple times, and there was no way to differentiate between information that was extremely important to peer mentors and that which was merely helpful. Despite those difficulties, I found that by breaking the guide down into different sections and weeding out the main ideas from each of those sections, I was able to gain a better idea about what needed to be revised, reorganized, added, or simply cut out. The first of these tasks that I decided to tackle was that of reorganizing the guide.

When I began the task of reorganizing the guide, I first looked at the different sections that I had identified in the original guide and ranked them based on their importance to peer mentors. I classified what I thought to be the most important information with the number one. Next on this scale, I classified information that was important, but not crucial to mentors as the number two. Lastly, I ranked information that was helpful, but not necessarily important as a three. For example, a few of the sections that I classified as most important included the section titled Introduction to the Peer Mentor Program and Peer Mentor Responsibilities & Descriptions. Information that I classified as being important, but not crucial to peer mentors included sections like those discussing possible guest speakers for Honors 100 and ideas about how peer mentors could approach the freshmen book discussion. The sections that I gave the lowest ranking were usually sections that included supplementary materials for peer mentors to
hand out to their mentees. Some examples of these types of documents included the section titled
Honors Extras and MITS Bus Map.

After classifying sections based on their importance, my next task was to determine what
information needed to be added to the guide. When addressing that issue, I found a great amount
of help from Professor Lindberg who gave me with a previous version of the peer mentor guide
and Kelsey Germano, my partner on this project, who provided me with valuable input. I also
utilized materials I created for my own mentees in Honors 100 to improve upon the existing
guide. Through the input provided by both Professor Lindberg, Kelsey Germano, and, through
my own efforts, I feel that I was able to determine what information was missing from the
original guide and what could be added to improve it.

One of the aids that I used throughout this project was a guide provided to me by
Professor Lindberg. The guide was an older edition of the peer mentor guide that had not been
used for a number of years. The benefit of having access to that version of the guide was that it
included a number of sections and supplementary materials that were not currently included in
the guide. Some examples of the materials that I pulled from that guide for use in the updated
version included the sections describing a scavenger hunt activity for mentees and study tips that
mentees might find useful.

My partner Kelsey also greatly helped me with the task of updating the guide. She not
only provided me with valuable input from her own experience as a peer mentor, but gave me
information she derived from surveys she had given to peer mentors and their Honors 100
students. She used this information to reach important determinations such as what speaker's
Honors 100 students most wanted to hear from and what resources mentors found most helpful.
She also helped me by creating on a number of sections in the guide including those tilted *Important Locations at BSU, Contact Information and Locations,* and *Clubs and Organizations-Pride Guide.* Additionally, the input Kelsey proved from the experiences she had with her own Honors 100 classes was extremely helpful. For example, when leading her Honors 100 class in the book discussion activity, she thought it a good idea to use a game as a way to get her class interested in the discussion. The advice she provided me with in addition to her own thoughts about the existing guide really helped me when deciding what information to include in the updated guide.

Yet another resource I used when updating the guide was the portfolio I created for my Honors 100 mentees during my time as a mentor. Included in the portfolio was my syllabus for Honors 100, the review of my class written by my mentees, and the various resource materials I handed out while teaching the course. Some examples of the resource materials that I chose to include in the updated guide were an official copy of the campus map, a list of useful websites to order books, and a copy of the MITS bus route map. I chose to include those items because the students in both of the Honors 100 courses I led said that they found those materials to be extremely useful during their first few weeks at Ball State.

Moving onto the goals I had for the updated guide, one was to make the guide more accessible for peer mentors. By accessible, I mean that I wanted to make the new guide something that peer mentors could access electronically and be easily navigated. One of the problems that I first identified with the original peer mentor guide was that there was no online source that peer mentors could go to if they wanted a new copy of the guide. The previous guide was distributed to mentors via email, but, unfortunately, some peer mentors either accidentally deleted or lost that email. As a result, they had to go through the process of emailing the Honors
College to obtain another copy of the guide. To make the process easier, I thought it would be best if we included a copy of the guide on Blackboard for future peer mentors. By uploading the guide to that online source, I believe that peer mentors will be appreciative because they will be able to quickly replace their guides if they get lost.

A second way in which I wanted to make the guide more accessible was by allowing individuals to quickly navigate the guide via the table of contents. I decided to hyperlink all of the sections in the table of contents to individual pages within the guide. I also linked the titles for each of the different sections back to the table of contents. By simply holding the Ctrl button and clicking on a title in the table of contents, an individual can quickly go to any section in the guide. That person can also return to the table of contents by clicking on the title for the section that he or she is on. Through this update, I believe that peer mentors will enjoy having the ability to quickly go to the sections that they want to without having to look through the entire guide to find the content they desire.

Overall, I found that the time I spent working on the guide was a good way for me to not only utilize my writing skills, but create something that would be extremely useful to individuals in the future. Although I put a lot of my own time into revising the guide, I also had a great amount of help from my partner Kelsey Germano and Professor Lindberg. Although I was primarily responsible for editing and rewriting the guide, both Kelsey and Professor Lindberg provided important feedback along with supplementary materials. Thanks to their aid, I think the peer mentor guide is now much improved over its previous incarnation and will be extremely beneficial to mentors in the future.
An Analysis of the Freshmen and Peer Mentor Surveys

Compiling, summarizing, and analyzing data are all part of data analysis. There were many facts to be learned from running an analysis on the Ball State University Honors Peer Mentor Program of 2012. The information that was collected can be used by the program administrators and mentors to improve the services offered through Honors 100 to the freshmen each fall. Honors 100 is designed to help new students in the early weeks of their freshman year, and data that shows what a certain sample of freshmen want to do and need help with will aid mentors in achieving their goal.

Although the new and returning mentors attend a spring workshop and do have access to the Peer Mentor On-Line Guide over the summer, additional information can be useful. I know that I, as a new mentor, would have appreciated having some of the preferences of previous freshmen and mentors to consider when I planned my own Honors 100 class for fall. I decided to design surveys for both the Honors 100 and Honors 300 students. The mentor program means a great deal to the Honors College, helping freshmen adapt to the university and the Honors program, giving them someone to answer questions and offer suggestions for being successful at Ball State. Mentors learn a lot, too, about themselves, other people, and leadership in general. If we consider the preferences of those involved in the 2012 program, we can gain valuable information to be used in future semesters of the program.

For this analysis a survey was given to the freshmen who completed the Honors 100 classes in October. At the same time, another survey was given to the students who were just completing their service as mentors. These surveys contained questions designed to be useful for
future mentors when designing their syllabi and teaching their classes, and for the Honors College administrators when guiding the program from year to year.

The Honors freshmen were given their surveys on the last day of Honors 100 class, along with their course evaluation forms. After class, the questionnaires were returned to the Honors College front desk. The mentor surveys were distributed through Dr. Lindberg during the final Honors 300 class meeting. The mentors were asked to complete their surveys and return them to the Honors College front desk. Seventy percent of the mentors and 92.6% of the Honors freshmen participated in these surveys. After the collection process was complete, the surveys were tallied and the results were entered into Excel to complete the analysis. This process was complex and lengthy. Reading and tallying the hundreds of figures was time consuming. Once these steps had been completed, the next step was to run the data in Excel. Tables and graphs were created and the results totaled. Also, a standard deviation was computed on each question to see how much the results varied (the standard deviation was computed for only three of the freshman questions because some items required the students to rank several options.) After the analysis was finished, observations and conclusions were drawn from the results. These results are reported in this paper and a summary was presented at the Peer Mentor Workshop on April 13, 2013. The final results will be included in the Peer Mentor Guide for Fall 2013.

Results and Observations from the Mentor Surveys

Field Trips

It was reported that the mentors took their freshman groups to visit the Study Abroad Office more often than anywhere else on campus. Other popular sites for field trips were the Excellence in Leadership office, the Planetarium, and the Counseling Center.
Four - Year Plan

According to mentors, 50% of their freshmen struggled with constructing the four-year plans which are a requirement of Honors 100. Although mentors believed that half of the students did not struggle, we may still conclude that mentors in general, or some mentors in particular, can find some better ways of explaining how to set up and complete the four-year plans. Perhaps more can be done in Honors 300 to prepare the mentors for helping their freshmen with their plans.

Freshman Common Reader

When it comes to the required discussion of the freshman reader, mentors believed that 2/3 of their freshmen students enjoyed discussing the book. Having students who are eager to discuss their reading is a great benefit to the mentors, and a lively discussion makes the experience more pleasurable and beneficial for the freshmen, as well.

Talkative Class

Roughly 84% of the mentors reported having talkative freshmen. Possibly this high percentage is partly a result of many mentors contacting their students by email before the semester began; about 81% of mentors emailed their freshmen during the late summer. (It also may mean that a large majority of the Honors freshmen are just talkative.) This early contact may have led to the new students getting to know the mentors sooner and feeling more comfortable from the beginning in Honors 100. When the mentors contacted their Honors 100 students during the summer, the mentors also lessened any possible confusion on the first day. If the freshmen know where to meet and whom to look for, it removes some of the uncertainty of locating the class and mentor.
Single vs. Team-Mentoring

A large majority of mentors chose to conduct their Honors 100 classes on their own, with a minority choosing to team up with another student. Although most mentors did not choose to team-mentor, roughly 60% of all mentors suggested trying a co-mentor for one year. The mentors as a group believed that choosing whether or not to work with a co-mentor is dependent upon a mentor’s personality and possibly the experience that the mentor had in the previous year or years. Whereas some mentors prefer to share the responsibility for teaching a class of freshmen, believing that co-mentoring can create a more relaxed atmosphere and allow the freshmen the benefit of two students’ knowledge and experience, other mentors enjoy having sole responsibility for their classes.

Honors 300

The mentors were asked several questions regarding Honors 300 in their questionnaires. Approximately three-fifths of the mentors liked the consistency of meeting in the same classroom each week for Honors 300 rather than meeting in various places on campus. Bringing in more guest speakers for Honors 300 would please over 70% of the mentors. Mentors are already introduced to some of the people and places that they may want to involve in their classes at the April workshop and in the Peer Mentor Guide, but having speakers in Honors 300 would give the mentors more detailed information about what they may want to do in their 100 classes. Given a flexible enough syllabus, some mentors may even want to invite a speaker they’ve heard in an Honors 300 class to give a presentation to their freshmen.
Results and Observations of the Freshmen Survey

Field Trips

Students expressed their desire to visit a variety of places. The top three were the Village (75% of freshmen listed the Village as one of their top choices), the Recreation Center (which 51% of the students wanted to visit), and finally the Student Center (which 50% of the freshmen wanted to visit). The survey also showed that 29% of mentees did not want to walk over to Minnetrista. The Village had a high standard deviation, which means that a large percent of the freshmen wanted to go to The Village and very few freshmen did not want to visit the Village. The majority of the freshmen ranked The Village in the top three choices and very few freshmen listed The Village as a place they did not want to go (this is what a high standard deviation means). On the other hand, the Student Center had a low standard deviation, which means students did not have a consistent opinion about where they wanted to visit (i.e. about 1/6 of the freshmen ranked the Student Center as their first pick, and another 1/6 of the freshmen ranked the Student Center as the second pick, and so on for pick 3 though 6). There are many other places the freshmen wanted to visit, including places off-campus (Concannon’s and the Muncie Civic Theater), and on campus (the Planetarium at Cooper and the Rec Center).

Speakers

Many mentors wanted to bring in guests to speak to their freshmen but are unsure about who should be invited. It could be helpful for mentors to know what preferences the Fall 2012 freshmen expressed in the survey. The freshmen indicated their desire to hear a speaker talk about scholarships the most (it is already a requirement that Dr. Stedman talk to the freshmen on this subject), and then representatives of the Career Center regarding what the Center has to offer.
them. Interestingly, about 40% of freshmen did not want to have people from the Counseling Center come into Honors 100. Considering this response, mentors may want to explain early on to their classes just what the Counseling Center is and does. Do freshmen know all the topics the Counseling Center staff can speak about, or do they believe that they talk only about therapy? Do the freshmen realize that the people in the Counseling Center talk about subjects that range from how to relieve stress to body image? Are the freshmen embarrassed to admit they want to know more about services that have to do with mental health?

Overall, there was a wide standard deviation for the entire list of possible guest speakers presented. This means that the mentees felt very strongly about which speakers they did and did not want to hear. Mentors need to take these results into consideration but still use their own judgment about what the freshmen could benefit from the most. What the freshmen want may not be what they need.

Honors 100 Topics for Class Discussion

Only 38% of mentees wanted to talk about the four-year plan in Honors 100—because they already think they know what they need to know, or because they are anxious at the prospect of completing the plan? Sixty-nine percent of mentees stated that they found the four-year plan easy to do. Of course, because the four-year plan is a required part of Honors 100, these preferences need to be considered carefully. Another item on the survey involved discussing on-campus activities. Roughly the same percent of freshmen who wanted to talk about the four-year plan felt that talking about on-campus activities was important and desirable. The mentees also wanted to know about extra-curricular activities. The four-year plan, on-campus activities, and extra-curricular topics had about the same standard deviation, meaning
that there was not a high percentage of freshmen who wanted to hear about these topics in a specific order, but, if these results are combined, we see that the freshmen want to hear about these three subjects the most.

**Freshman Common Reader**

When we look at the next items on the survey, we see that 77% percent of freshmen ranked the freshman common reader as choice number six, meaning they wanted to talk about this the least of the six topics presented. There could be a number of reasons they do not want to talk about the common reader. The freshmen may have already discussed the book in other classes and are tired of it, they may not like that year’s book, or they may not even have read the book.

**Safety Resources**

In a close second, we know that a majority of students did not want to talk about safety resources because 53% of the students ranked this as number five of six. Students may not want to talk about this because they have already received “the safety talk” from their parents, or they may think that “the safety talk” was covered adequately during orientation. In either case, this is another area where what the students think they want or don’t want is not as important as what the mentor believes will be beneficial.

**Residency**

Roughly 72% of freshmen were from Indiana, which means that they likely had family and friends in close proximity during their first months of college. The 28% of students who
were from out of state might benefit from special attention from their mentors. If all of the Honors freshmen are encouraged to make new friends, everyone will benefit.

**Some Other Topics**

Bringing snacks to Honors 100 is greatly appreciated; four out of five students are in favor of this idea. Mentors will find it a good idea to ask about food allergies before bringing in snacks, however. As mentioned previously, most mentors try to begin relationships with their freshmen by emailing them before classes start. The freshmen may appreciate the email contact, but two-thirds of students said they did not want to meet their mentors before the first on-campus meeting of Honors 100. Also, over 80% of freshmen found the library visit to be a beneficial part of Honors 100. In terms of the effectiveness of the program overall, it is encouraging that 72% percent of freshmen said that Honors 100 helped them adjust to college life.

**More Observations**

Many of these statistics can lead to different conclusions. Although the data was presented by itself, it needs to be taken in context. The data was gathered from short, assigned surveys, which were completed after the courses Honors 100 and Honors 300 had been taken. Based on the surveys, we may assume that several mentors did not utilize guest speakers that catered to the freshmen wants. Many mentors felt that their freshmen struggled with the four-year plan; yet, when the freshmen were asked about the four-year plan, they replied that it was not overly hard. A second item that mentors viewed differently from the freshman was the common reader. Many freshmen did not like discussing the book, whereas mentors thought their students had enjoyed the discussion. There were some topics that both freshmen and mentors felt strongly about while other data revealed diverse opinions. For example, freshmen feel very
strongly about not wanting to discuss the freshman reader. In contrast, freshmen are less consistent about what guest speakers they want to have in class.

There are additional measures that could be added to this analysis that would improve the results. By repeating this questionnaire for a few consecutive years and running the analyses, more information could be gathered and conclusions drawn by using the historical data along with that from the most recent year. The analyst could see how freshmen have changed over the years and what the freshmen have found most beneficial, identifying trends and patterns. A second thing that can be done to add to this analysis would be having students take the survey at both the beginning and end of the semester. This would allow the researcher to see if and how the mentees changed their opinions throughout the semester. It could show what they felt was the single most important thing they learned during Honors 100, as well as other important benefits the Peer Mentor program offered to the freshmen during the semester. Another improvement that could be made is phrasing some of the questions differently or adding more questions. An example of a question that needed to be clarified concerned the Counseling Center visit, which was question two in the survey and inquired which places the freshmen would like to visit. The freshmen might not have known what the Counseling Center provides and automatically assumed they did not want or need to visit the office. A brief annotation accompanying this and other places to visit would help the freshmen make more thoughtful choices. Adding space on the survey to allow students to state why they had a hard time completing their four-year plan would have given future mentors better insight into the best ways of engaging and helping future freshmen.

Another way to improve the survey would be to have students answer the questions in an online format. The online format would have allowed everyone access to this survey (some of
the mentors forgot to hand out the survey, so not everyone participated). This would allow the questionnaire to be filled out more completely and thoughtfully. Also, an online questionnaire would have made it possible to compile the results more quickly and accurately. There are many different ways this data can be used and there are additional pieces of information that can be added to the survey to make it more beneficial to future mentors.
Peer Mentor Handbook
Peer Mentor Guide
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Introduction to the Peer Mentor Program

Welcome to the Honors College Peer Mentoring Program. This program is an essential part of the educational experience for all Honors students. As a peer mentor, you are responsible for leading a class of Honors College freshmen and aiding them in their transition to college life. It is important that you approach this task with the utmost seriousness. The amount of effort you put into leading your class has a great impact on the atmosphere in your classroom and the way that your mentees interact with you. Your work is of great importance because the Honors 100 program is vital to your student’s acclimation to college life. In a recent survey conducted among mentees for the 2012 academic year, it was found that 72% of freshmen said that Honors 100 helped them adjust to college. Your work is of great importance because it reflects not only on you as a student, but also on the Honors College Program, and Ball State itself. Thank you for agreeing to take part in this program and enjoy your semester.

The Peer Mentor Contract

As a peer mentor, you will be responsible for attending all scheduled Honors 300 and Honors 100 classes. Please take note; accommodations can be made if you need to miss one of these classes. If you need assistance or accommodations for any reason, please don’t hesitate to contact either Dr. Lindberg or Dean Ruebel.

If you must miss one of your scheduled H100 classes, please make arrangements with another peer mentor to meet your students in your absence. If you can’t make such an arrangement, then be sure to let Dr. Lindberg know so that your students aren’t abandoned that week.

If you must miss one of the scheduled Honors 300 classes, please let Dr. Lindberg know in advance or soon afterwards. If you need to attend another Honors 300 section than your own, you needn’t let Dr. Lindberg know in advance, but you may need to contact her to find out where the class meets. Do try to attend your own section when possible, though.
Peer Mentor Responsibilities & Descriptions

Honors 100

- Meet your classes once a week for the length of the course (9 weeks)
- Read the Freshman Common Reader and lead your class in discussion
- Turn in your students’ four-year plans and course grades on time
- Assist your students in fulfilling their H100 course requirements. They must:
  - Attend class regularly
  - In case of absence, let you know and complete any make-up work you may assign
  - Take part in two outside activities
  - Make (and keep) an appointment with an Honors adviser
  - Complete a four-year plan
  - Make an appointment and show up for a tour at Bracken Library

Honors 300

- Design a syllabus that allows some space for student preferences as well as program requirements. Turn a paper copy of your syllabus into Dr. Lindberg no later than Week 2.
- Attend class once a week for eight weeks
- Write and submit to Dr. Lindberg by each Sunday at midnight a weekly report on your H100 class
- Schedule a time for Professor Stedman to discuss scholarship opportunities with your mentees
- Write and submit a Final Reflections Paper
- Schedule and attend an Exit Interview to discuss your Peer Mentor experience and your student evaluations
**Important Dates**

**IMPORTANT DATES FOR MENTORS**

August 15, Thursday, 4:15. Gathering of Honors freshmen at Sursa. Picnic dinner afterwards. If you’re on campus, please come around to help welcome the new students.

August 18, Sunday, 6-7 p.m. All mentors meet at the Honors House for sandwiches and last minute arrangements for the Honors 100 and 300 classes. Barb Stedman will also talk briefly about scheduling her visits to your classes.

August 19, Monday. University classes begin.

September 2, Monday, Labor Day. No classes.

September 10, Tuesday, 7:30 p.m. Emens Auditorium. Talk by *Little Princes* author Conor Grennan. You may want to invite your students to meet you so you can attend the talk together. You should consider scheduling your Honors 100 talk about the freshman book for just before or after this presentation.

October 12. Homecoming.

October 16 or 17, Wednesday or Thursday. 6 p.m., DeHority. PIZZA FEST!!! Encourage your students to come and join the other Honors freshmen and mentors for some friendly talk and great Greek’s pizza!

October 18, Friday. Last day of Honors 100 classes.

To be announced in Honors 300: due dates for submission of Honors 100 grades and four-year plans.

October 19, Saturday. Peer Mentor Symposium at IUPUI in Indianapolis.

October 19, 20, 21 and 22. Saturday through Tuesday. Fall Break.

November 6-10, National Collegiate Honors Council.


In November we’ll send you information about scheduling Exit Interviews.
Honors 100 Syllabus

Tips for Creating Your Syllabus

❖ Please include all necessary information in your syllabus, but don’t feel obligated to stick to it. If you need to change your syllabus or rearrange the schedule, feel free to do so. Just make sure to inform your students!
❖ Be sure to talk about the attendance policy. Make it very clear that class is REQUIRED.
❖ Make your syllabus as unique as your section of Honors 100. Let your personality shine through!
❖ When creating your syllabus, make sure to keep it concise, simple, and easy to understand.
❖ Leave a meeting or two open so the freshmen can decide what kinds of things they want to do. If you involve them, you know they’ll be more interested in what’s going on! Give them a few choices and let them vote.
❖ Make sure to discuss all of the topics listed in the master syllabus. However, it is up to you how much time you spend discussing each topic. If it takes less time for you to discuss a topic than you originally planned, make sure to have another discussion topic or activity for your mentees.
HONORS 100.012

Peer Mentor: Audrey Van Acker
(630) 797-8494
alvanacker@bsu.edu
Class Location: DeHority Room #165

Peer Mentor Advisor: Dr. Laurie Lindberg
Phone: (765) 285-5074
Office: BA 114
lklinberg@bsu.edu

HONORS 100 allows for Honors Freshmen to become acclimated to Ball State's campus, to learn important information, and to meet neat people in an enjoyable fashion.

THE PLAN:

#1. Attendance is MANDATORY. We will meet in the DeHority Conference Room #165 unless otherwise noted—which will be often...CHECK YOUR E-MAIL!! Absences will be reported to Dr. Lindberg. Two unexcused absences constitute a "no credit" grade for the class.

#2. Academic Integrity is expected and required. NO forms of plagiarism, theft, or dishonesty will be permitted.

#3. Your participation in at least two Outside Activities is required. The outside activities can range from going to Late Nite, participating in or attending sporting events or club meetings, or even listening to Kelsey Timmerman in Emens on September 18th! Ask me if you have any questions about this requirement.

#4. You will attend a scholarship information session given by Dr. Stedman (September 4th).

#5. You will attend an HONORS100 Library Orientation session (September 11th).

#6. You will meet with your Honors Advisor before the course request period.

#7. You will create and submit a Four Year Plan by October 2nd.

TENTATIVE SCHEDULE:

Tuesday at 3:30 p.m. is going to be our new favorite moment of the week...
August 21 - Meet the group & Honors 100 Intro...Icebreakers, Syllabus, Survey, InQsit and Blackboard briefs
August 28 - Campus Exploration/MITS Excursion, Honors Discussion, Career Center, Counseling Center
September 4 - Dr. Stedman & Scholarships, Study Abroad Discussion
September 11 - Bracken Library Tour
September 18 - Discussion of the Freshman Reader and walk to Tuhey Park, Where Am I Wearing? A Global Tour to the Factories, and People that Make Our Clothes By: Kelsey Timmerman, Reflection Due Today
September 25 - Four Year Plan discussion (with trip to Jamba Juice?)
October 2 - Group choice FOUR YEAR PLAN AND REQUIREMENTS LIST DUE TODAY!!
October 9 - Group game and course evaluations

OTHER IMPORTANT DATES:
TUESDAY, September 18th 7:30 p.m. – Kelsey Timmerman comes to Emens Auditorium
WEDNESDAY, October 11th 6:00 p.m. – PIZZA FEST!!! ...that's right, FREE Greek's pizza for all Honors 100 and 300 members...Bring your own drinks

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. You can contact me in person or through the contact information provided at the top of this syllabus. If you need to request an accommodation, you should also visit the Disabled Student Development Office, Student Center, Room 116, 765-285-5293.
HONORS 100  SECTION 6  Tuesdays, 12:30

Bianca Russelburg
Peer Mentor
brrusselburg@bsu.edu
317-642-7415

Dr. Laurie Lindberg
Peer Mentor Advisor
BA 114, Ph# 5-5074
lklindberg@bsu.edu

Why Am I Here?
You are here because I told you to print this out and bring it to class.

...But really.
Honors 100 is to help you transition better into college life. Whether it be Ball State, Honors College, or simply college-related, this course will help you become well-acclimated.

What Do I Have to Do?
• Come to class. You are only allowed one excused absence.
• Create a 4-year plan. (We will work on these in class.)
• Meet with your Honors advisor.
• Attend 2 outside activities.
• Put your phone away. It's just 50 minutes...Unless you're a secret agent, you'll be fine.
• Be respectful & open-minded! I love that stuff.

What Else Should I Know?
Please know that I don't just put my contact info up at the top of this page for show. You are free to get at me with any questions, comments, complaints, dilemmas, rants, or celebrations... That's why I'm here.

What Happens After This Class is Over?
I disappear forever, and any questions you didn't ask will be forever plaguing your mind.

...Oh.
Just kidding. I'll still be here. Even if the class is finished, you are more than welcome to continue to contact me with questions & such. I'm always happy to help you guys and gals out.

Schedule (subject to change)

August
21 Intro To Honors 100
28 Village Visit

September
4 Four-Year Plans & Course Request Info
11 Scholarship Presentation by Dr. Steadman
18 "Big Four" Multicultural Organizations Discussion
25 Library Tour

October
2 Book Discussion
9 Campus Resources (Dining, Jobs, Career Center, Counseling Center, etc.)
16 TBA
Hello! And Welcome,

We hope that all of you are just as excited as us to be at Ball State! As Freshmen Honors students you are required to take this course. You may be wondering “what exactly is Honors 100?”

Well, it is all about...

- Learning about the Honors College and Ball State from people who have current, firsthand experience.
- Getting to know other Honors Freshman. Each of your classmates has an interesting talent, story, or some knowledge to share. So, don’t be afraid to strike up a conversation with the person sitting next to you!
- Helping you get adjusted to living in a collegiate setting and Muncie.
- Learning about all the wonderful resources we have on campus.

This class was not designed to be difficult; it is meant to be relaxing, fun, and informative. We also want to let you know that we are here as your peer mentors; we were in your seat just two years ago. So don’t hesitate to call/email/text us with any questions that you might have, or if you just need someone to talk to. If you have any concerns with the class or with us, you can contact Dr. Laurie Lindberg as she is the faculty advisor for the Honors 100 classes. However, please talk to us first!

What do you have to do?

- **Come to class!** You must attend class in order to pass the class. More than one absence will result in a “fail” grade. This is a credit/no credit course, so if you do not pass, your GPA is unaffected, but the Dean of the Honors College will remove your Honors flag in October. This means you will miss at least one semester of priority registration, library privileges, and automatic permission to enroll in Honors courses.
- **Explore Ball State!** You are required to attend at least two activities outside our class, which can be just about anything! You can attend a club meeting, go to a BSU game, visit downtown Muncie, etc. You are required to write a short summary of two experiences and turn them in to us by our last class.

- **Meet your Advisor!** Before Honors 100 is over you need to make an appointment with your honors advisor (Amanda Ballenger or Sarah Haley). They will help you with your four-year plan and any other questions about classes you might have. To schedule an appointment you can call the Honors College front desk at 765-285-1024.

- **Make a Plan!** You will make a four-year plan for the classes you must take to graduate on time. These will also be turned in to us by our last class.

- **Visit the Library!** We will be visiting during class, so make sure you are here that day! 😊

Note: Please type out your four year plan and activity descriptions. Most of your classes will require you to do this so it is a good habit to develop.

Our Schedule**:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td>Introductions/ Questions</td>
</tr>
<tr>
<td>August 30</td>
<td>4-Year Plans</td>
</tr>
<tr>
<td>September 6</td>
<td>Bracken Library Tour</td>
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<tr>
<td>September 13</td>
<td>You Pick!</td>
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<tr>
<td>September 20</td>
<td>You Pick!</td>
</tr>
<tr>
<td>September 27</td>
<td>Book Discussion – Commodity Exploration</td>
</tr>
<tr>
<td>October 4</td>
<td>Barb Stedman: Scholarship Visit</td>
</tr>
<tr>
<td>October 11</td>
<td>Stress Relief Day! <strong>All Assignments due by Today</strong></td>
</tr>
</tbody>
</table>

**Schedule subject to change

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me ASAP. You can contact me in person or through the contact information provided on the top of the sheet. If you need to request accommodation, you should also visit the Disabled Student Development Office, Student Center 307, 765-285-5293.
What freshmen want to do

When you begin creating your syllabus, one of the first questions that you should consider is "what does my freshmen class want to do?" Although it is always important to directly ask your students what they want, you do not have the luxury of that information until you actually meet with your students. However, you will not go into the process of creating your syllabus blind because you will have the information in this Guide. In addition, you will have the results of a detailed survey that had been given to past mentees to find out what their experience was like in Honors 100. Based on this information, it was found that Honors 100 students enjoyed:

- Discussing the 4 year plan. Almost 38% of survey respondents stated that they wanted to have a detailed discussion about their 4 year plans. It was reported that only 69% of freshmen had an easy time understanding and preparing their 4 year plans. As this information shows, it is important for you to provide your students with the information they need to complete their plans in order to make the process easier for them. We will talk to them about this in Honors 300.
- Talk about on-campus activities. 36% of the surveyed mentees said that they wanted to talk about upcoming campus events such as Latenite.
- Talk about extra-curricular activities. 33% of the surveyed mentees said that they wanted to talk about campus organizations and social groups they could join.
- Learn about Bracken Library. 82% of mentees identified the library visit as a beneficial aspect of the Honors 100 program.
- Snacks! It was found that 84% of mentees would like their classes more if their mentors brought snacks. If you love to cook or bake, this is something you should keep in mind, but it's certainly not required.

Insights from the Mentor Survey

In addition to the survey provided to mentees, another survey was provided to peer mentors. Although you are free to lead your class as you see fit, it may be wise to take into consideration the views of past peer mentors. The insights provided below were collected from peer mentors for the 2012 academic year.

- Mentors visited the Study Abroad office the most; then Excellence in Leadership office, the Planetarium, and Counseling Center.
- 50% of mentor stated that their freshmen struggled with the four year plan
- 67% of mentors stated that their freshmen enjoyed the freshmen reader
- 84% of mentors said that their freshmen were talkative
- 81% of mentors contacted their freshmen during the summer
- Roughly 60% of mentors said they enjoyed working with a co-mentor
  - Maybe first complete a year with a co-mentor and a year as a solo mentor
- Roughly 60% of mentors would prefer to meet in their regular classroom each week
- 70% of mentors would enjoy guest speakers in Honors 300
List of Activities (on and off campus)

During the course of Honors 100, each of your students will be required to attend at least two outside activities on or off campus. The reason for this requirement is to help them become motivated to venture out and explore new areas of Ball State and the Muncie community. Although your students have to complete at least two outside activities, you can ask them to complete more if you desire. How you chose to ensure that your students do those activities is up to you. Some of the ways that past peer mentors have approached this task is by having their students write a paragraph about each of their activities or take a photo while doing the activity. In addition, past peer mentors have suggested some popular spots and events students have used to complete this assignment. Based on a recent survey given to mentees, it was found that the three most popular sites that students want to visit are the village (35% of them voted for this option), the recreation center (20% of the vote), and the student center (16% of the vote). If you have any more suggestions of popular spots for your students to go to, feel free to add to this list.

- **Cardinal Greenway** - This is a 27-mile trail that links Losantville, IN to Gaston, IN. Running, hiking, rollerblading, biking, and even horseback riding are fully encouraged. [www.cardinalgreenways.org](http://www.cardinalgreenways.org)

- **Muncie Public Libraries** - Bracken is a great library for research, but if you like reading for pleasure, Kennedy Library is actually within walking distance of campus on a nice fall day. It's right across the street from Marsh on McGalliard. [www.munpl.org](http://www.munpl.org)

- **Minnetrista Cultural Center** - Minnetrista is within walking distance of campus or about five minutes by car if you just head west on Neely and go across Wheeling Avenue. If walking, it is suggested that you make sure that you and your students have enough time to walk there and get back to campus in time for class. Some attractions there are the houses of the Ball family, a museum and gift shop, and a farmer’s market at least once a month. [www.minnetrista.net](http://www.minnetrista.net)

- **Concannon’s Pastry Shop** - Concannon’s actually has a couple locations in Muncie. The older one is downtown across from Muncie Central High School (620 N. Walnut St.), but they’ve just opened up a café (near Steak ‘N Shake on the corner of Morrison and McGalliard). So if you need a latte and a donut, they have it all, plus great sandwiches! [http://www.facebook.com/pages/Concannons-Bakery-Cafe-Coffee-Bar/60931454092](http://www.facebook.com/pages/Concannons-Bakery-Cafe-Coffee-Bar/60931454092)

- **Gallery 308** - This gallery showcases monthly exhibits of local, national, and international living artists as well as holding workshops, classes, and discussion groups. Admission is free, and the gallery runs on volunteer and donor support. The artists also receive 100% of the profits from any of their work sold. The Gallery can be found at 308 E. Main St. in Muncie. [www.gallery308.com](http://www.gallery308.com)

- **The Village** - A number of interesting shops are located just off of campus in the village. The shops in the village are constantly changing so if you find one you like, make sure to stop by. Some of the shops that your mentees may want to visit include Grandma Betty’s Ice Cream, Cardinal Cupcakes, The Cup, Scotty’s Brewhouse, and White Rabbit Books.

- **Muncie Civic Theatre** - This is an old-fashioned theatre that only costs $5 for students. It’s at 216 E Main St, and if you’ve ever taken the MITS to the Muncie Mall, you’ve actually seen it out the window. For more info, you can call 288-7589. [www.munciecivic.org](http://www.munciecivic.org)

- **David Owsley Museum of Art** - Located on campus, this museum has numerous interesting exhibits and is constantly receiving new pieces for display. To schedule a tour, visit the BSUMA website, at [www.bsu.edu/artmuseum/groupvisits](http://www.bsu.edu/artmuseum/groupvisits), and submit an online tour request. The tour
request will ask you for several dates, and you should submit your request three weeks before your earliest suggested date. You may also take your class without scheduling a formal tour.

- **Christy Woods** – If you enjoy nature walks, this is the perfect location to visit. The Christy Woods is a 17-acre property that is open to the public for self-guided tours. It is open Monday through Friday from 7:30 am to 4:30 pm, Saturday from 8:30 am to 4:30 pm, and Sunday from 1 to 5 pm. [http://www.bsu.edu/map/bldngs/woods/](http://www.bsu.edu/map/bldngs/woods/)

- **Late Nite** – Called the “best party on campus,” Late Nite is an event at the Student Center that allows students to unwind after a stressful week and have fun with their friends. Events at the Student Center occur every Saturday from 9 pm to 1 am. There is a new theme for each Late Nite party so it never gets old. [https://twitter.com/LateNiteBSU](https://twitter.com/LateNiteBSU)

- **Friday Night Filmworks** - If you enjoy watching the latest movies, but don’t want to leave campus, this is the event for you. Students can go to Pruis Hall every Friday night to check out a newly release movie. The event is free for students and $1 per guests accompanying BSU students. [https://www.facebook.com/upbatbsu](https://www.facebook.com/upbatbsu)

- **Events at Emens** - Want to experience a night of culture and fun? If so, Emens is the place to go. Emens hosts a variety of events during the academic year including musicals, ballets, concerts, guest lectures, and more. Most importantly, many of the events at Emens are free or reduced-cost for students. [http://cms.bsu.edu/web/emens/events](http://cms.bsu.edu/web/emens/events)

- **Ride the MITS Bus** - Do you want to explore Muncie, but don’t have a car? If so, you are in luck because the MITS Bus can take you to almost anywhere you need to go in Muncie at no charge. Just present your student ID and you ride for free. Additionally, you can find out when the next MITS bus stops on campus and where it will be heading via an interactive online map or a mobile phone app. [http://www.mitsbus.org/default.asp?view=1&iID=233&SubID=62](http://www.mitsbus.org/default.asp?view=1&iID=233&SubID=62)

- **BSU Sports Event** – With a wealth of sporting events going on at Ball State, you will always be entertained. No matter what sport you like to play or watch, you can probably find it at BSU. Tickets are offered to students at reduced cost so make sure to pick up one the next time you think about going to a game. [http://ballstatesports.com/main/Schedule.dbml?DB_OEM_ID=14200](http://ballstatesports.com/main/Schedule.dbml?DB_OEM_ID=14200)

- **Artist With-In** - Paint your own pottery, make your own jewelry and view pieces from local talent in the monthly exhibit room. 313 S. Walnut St. [www.theartistwithininc.com](http://www.theartistwithininc.com)

- **Ivanhoe’s** - Admittedly, Ivanhoe’s is actually in Upland, Indiana, but it’s practically a Ball State must at some point in your College career. There is no better ice cream than Ivanhoe’s. It has a menu of 100 shakes and 100 sundaes, so you’ll never run out of things to try, and you’ll certainly find a number of favorites.
List of Ice Breakers

One of the suggestions made by mentees after they completed Honors 100 is that they wanted to play more ice breaker games in class. Although you are free to choose whether or not to play ice breaker games, it is suggested that you do so in order to build a better relationship with your mentees. You should not dedicate too much time to these activities, but using a few spare minutes during each of the Honors 100 meetings can greatly help in improving the atmosphere in your classroom. Listed below are some ideas for the types of ice breaker games you could play with your mentees.

- **Fact or Fiction** - The students write three things about themselves down on a piece of scrap paper. Two of those things will be true and one will be false. It is up to the other students to guess which of those “facts” is false.
- **My name is?** - Similar to the game Fact or Fiction. The students write down three adjectives on a piece of paper that describe their personalities. One of those characteristics will be dominant and the other two will be minor characteristics. Have your mentees guess each other’s dominant characteristic. After the game, attach the adjective to each of your student’s names and refer to them by that title for the rest of the class.
- **Desert Island** - Ask your mentees about one piece of music, one book, and one luxury item they would bring with them if they became stranded on a desert island. These items have to be things that they can carry on their person (i.e. not a boat or raft to leave the island). Give them a few minutes and then discuss what everyone chose.
- **Would you rather.....or....?** - Create a list of twenty trivia questions to ask your students. An example would be a question like “Would you rather have x-ray vision or be invisible?” When asking questions, specify a wall for your students to walk to if they agree with one of the answers and another wall if they agree with the other answer. It’s good to keep people moving around.
- **Tall Stories** - Each person makes up one sentence to a story and ends it with the word SUDDENLY. The following person adds another sentence to the story and also ends with the word SUDDENLY. This continues until everyone has contributed.
- **Once upon a time** - Have all the students write down a person, place, or thing on a piece of paper and show it to the other students. Have one person begin telling a story. Within ten seconds, the person telling the story must mention the person, place, or thing written on his or her piece of paper. After ten seconds, have the next person pick up the story. Each person will do this until everyone has contributed.
- **Song Scramble** - Write down a few lines from several well-known songs on note cards. Bring these to class and scatter enough cards on the ground so each person gets one. Have them each pick up a card and try to find other students who cards that will allow them to finish the verse of the song.
- **Scavenger Hunt** - Have your students go on a brief scavenger hunt for items or places around campus. The first person or group to find all of the items on the list wins. You can create your own list or use the one provided in the Peer Mentor Resource Materials section of this guide.
Guest Speakers
You will find a list of possible guest speakers below. In addition, you should be aware that the survey recently given to mentees found that most students wanted to hear about scholarships (40% of the vote) and the Career Center (26% of the vote). In comparison, it was found that 42% of the mentees did not want to hear about the services provided by the Counseling Center. This result may be explained due to the fact that most freshmen do not know about the services provided at the center or are too embarrassed to talk about it. Despite those results, it is suggested that you still schedule an appointment for someone in the Counseling Center to meet with your class. Keep in mind that although freshmen may know what they want, they don’t necessarily know what could be most useful. It is a tough transition from high school to college and the information provided by representatives from the Counseling Center may greatly aid your students during this time.

- **Professor Stedman (Required)** - The topics discussed by Prof. Stedman include the scholarships and fellowships available to students, including those for study abroad trips. Dr. Stedman can adjust the presentation to your schedule as well, whether you want it to take twenty minutes or the whole hour. To set up an appointment, just e-mail her at bstedman@bsu.edu.

- **Counseling Center (Tim Hess)** The services offered at the Counseling Center are not just for students going through psychological or emotional issues, but for everyone on campus. The Counseling Center can also help students deal with stress and relationship problems. Such services have proven invaluable to Honors College students. To schedule a presentation for your students, please call 765-285-1736.

- **Career Center** - A variety of programs are offered at the Career Center that can greatly aid students when trying to determine their career paths, practicing for interviews, or finding a job. To schedule a presentation, please call 765-285-1522.

- **Health Center** - If you would like representatives from the center to meet with your class, please call 765-285-8431.

- **Recreation Center** - Interested in playing a game of basketball, swimming, using the rock wall, or renting out equipment for some outdoor fun? If your students answer yes to any of these questions or have another sport they are interested in, the Recreation Center is the place for to take your class! To schedule an appointment with a representative from the Recreation Center, please call 765-285-1753. If you know firsthand all the activities offered at the Rec Center, you may want to give your students your own tour.

- **Planetarium** - The Planetarium at BSU is the place to go For anyone who desires an interactive way to explore the night sky at any time of the day. If interested in having a visit, call 765-285-8860.

- **Excellence in Leadership Program** - The program gives students the experience and skills needed to manage groups, organize events, and best utilize the abilities of their teammates. Regardless of a student's major, the Leadership Program can greatly aid individuals wanting to work on their leadership skills. To schedule an appointment, please call 765-285-2621.
Member of a Campus Organization - With over 300 active student organizations, BSU likely has an organization to suit all of your students' interests. If there isn't an organization that your students are interested in, they can also create their own group. If interested in having someone from one of these organizations talk with your students, please refer to the contact information for these groups at https://apps.bsu.edu/PrideGuide/AlphaList.aspx

**Book Talk Ideas**

**Tips for Leading a Discussion**

As part of the Peer Mentoring Program, you must discuss the freshman reader with your mentees. Some might love it, some might hate it, but you have to discuss this year’s book no matter what. This section should help prepare you for discussing the freshman reader of this year, but here’s a quick checklist of things to remember:

- **READ THE BOOK!** Get excited about reading, find favorite passages that you would want to discuss. Find things that are meaningful, interesting, confusing, etc.
- **BE ENTHUSIASTIC!** Just like everything else, approach discussing the freshman reader with enthusiasm and animation. Remember, if you’re eager to discuss, it’s more likely that they will be, too.
- **LISTEN.** Your mentees may know more about the discussion topic than you think. Try to keep your mentees on track with the discussion, but give them plenty of time to voice their opinions.
- **TALK ABOUT READING.** If you find it difficult to get the discussion started about the book, ask your students about the purpose of having a freshman reader and what sort of book would work best?. This can be used as a way to get the discussion started.
- **IT'S OKAY TO STOP.** You must discuss the book as a class, but don’t feel like the discussion has to go on forever. If you’ve got a great conversation going, and everyone seems interested, keep going! If not, make sure to have a backup plan prepared.

**Possible Discussion Questions**

- **This year’s particular book**
  - Why do you think this book was chosen?
  - Did it “work”? Was it a worthwhile read? Why/why not?
  - What were the main issues addressed?
  - What kind of universal qualities does the book have?
  - Did you like it? Why/why not?

- **Any suggestions or opinions about the freshman reading program**
  - Do you like the idea of a common reader?
  - What would you change about the program? Is it beneficial?
  - What kind of book would you choose? Why would it “work”?
How this activity fits in with the Honors College and curriculum, and/or how it benefits incoming Honors students

- Why should Honors students have to read this book? Should they read something different/separate? Or should they have to read a freshmen reader at all?
- What more can the Honors College do with the freshman reading program?
- Will this year’s book add to your Honors experience (i.e. in acquiring a “liberal” education)?

Additional Topics for Class discussion

One important piece of information you need to know before teaching Honors 100 is that not all of your plans will work out. Sometimes a class activity will end sooner than you expect or another problem will arise that puts a damper on your plans. Don’t fret! If an activity doesn’t work out, there are a wide variety of subjects you can discuss with your students to make good use of the time. Here are some discussion topics:

Required:

- Academic Integrity
- Classroom demeanor
- Navigating Honors/BSU
- Honors College activities

Possible:

- Sex, drugs, ‘n’ Rock ‘n Roll—Responsible behavior and safety
- Making and keeping an appointment with a professor.
- Managing your money
- Avoiding the Freshman 15
- Current Events (This might sound lame, but you’d be surprised at how well this has served in past)
- Extracurricular Activities, e.g. clubs, volunteering, etc.
- Stress!/Study habits
- Transferring credits
- Buildings/abbreviations
- Electives
- Ask what they WANT to know
Tips for Being a Mentor

When leading your mentees, remember that you are a mentor first and foremost. Your students depend on you to lead their class so you should put effort into it. However, being a mentor is only half of your job. You are also a peer to your students. For some mentors, it is difficult to find a right balance between being a leader and someone whom your students identify with. Although it will be difficult, you can do it! To help you with this task, a list of tips is included below.

General Tips:

- Prepare for your class beforehand! Also, make sure to have a backup plan in case the first doesn't work out.
- Try to get to know your students. One possible way to do this is by creating a Facebook group.
- Be friendly with your students, but also be stern when necessary.
- Provide resources and handouts for your students
  - Ex: 4 Year Plan handouts

Tips for Being in Charge:

- Be (somewhat) organized – the students will appreciate it
- Be confident (not shy!) and things will run much more smoothly
- Know what you are talking about (and try not to ramble)
- Be consistent but flexible
- Have a POSITIVE attitude – it will help. Promise!

Problem Students:

- First and foremost, you need to talk privately with the student(s) causing the problems. Maybe the student is having a bad day or is having trouble adjusting to college life. Whatever the issue is, speak with the student and try to help him or her if possible.
- Write about the issue in your journal. Professor Lindberg reads all of your journals and if you write about the issue, she can give you some helpful advice.
- Talk about the issue during your Honors 300 class and with other peer mentors. Other mentors may have dealt with similar issues and can help you find an answer to your problem.

Quiet & Talkative Students:

- If you have a REALLY quiet class, don’t be scared to wait them out (it’s helpful to patiently count out thirty seconds). We naturally hate awkward silences, but don’t worry, someone will eventually speak up. Just don’t get nervous before the freshmen do!
- When you have talkative students, you should allow them to talk, but make sure they don’t dominate classroom discussions. One of the ways you can do this is by directly asking the more quiet students what their opinion is on an issue. Another way to handle this is to ask each mentee to provide one comment on the topic being discussed.
**Important Resource Materials**

Found below are a number of important resources that peer mentors have used when leading their Honors 100 classes. While it is encouraged that you print out most of these materials and give them to your mentees, some are only meant for the mentor’s use. These materials include the Master Syllabus and Classroom Discussion Topics list. Please feel free to use and adjust these materials as you wish. Listed below is a list of the materials provided in this section of the handbook.

- Master Syllabus
- Honors Extras
- Classroom Discussion Topics
  - Academic Integrity and Plagiarism
  - Talking Honors
- 4 Year Plan Outline
- Important Websites for Freshman
The Master Plan

The Honors College has provided an official description of both Honors 300 and Honors 100:

The Honors College has established a formal, credit-bearing, Peer Mentoring program. The program consists of two courses, one for freshmen who are mentored by upper classmen, and one for upper classmen who are mentored by a faculty member. Mentors register as students for HONRS 300, but are "instructors" for a section of HONRS 100, and thus attend both courses.

HONRS 100. Freshman Seminar. (1) Orientation into Honors College through discussion of basic, value-oriented texts. Explanation of policies and procedures and their effects on Honors College students; introduction to university resources; discussion of educational goals, including requirements for specific majors. Required of all incoming Honors freshmen. Credit/no-credit. Meets the first eight or nine weeks of Fall term.

Honors 300. Leadership Seminar. (0-1) Upper division Leaders devise activities and discussion topics under the mentorship of an Honors faculty member. Development of communication and leadership skills; discussion of basic texts or documents. For Leaders of Freshman Honors Seminars, under faculty supervision. Credit/No-credit. Meets the first eight or nine weeks of Fall Semester.

Courses are not graded, but failure to receive credit entails suspension of Honors College membership and consequent loss of priority registration and library privileges, as well as the opportunity to enroll automatically in Honors courses.

The program overall has several goals:

i. To foster the sense of community among Honors students in a quasi-academic setting;
ii. To establish a sense of Honors College identity in academic values and demeanor, and in social interaction;
iii. To orient Honors freshmen to Ball State and the city of Muncie;
iv. To provide a focus of interaction for new freshmen in the first two months of residency;
v. To establish bonds within a small group and between that group and one or two upper-class Honors students;
vi. To develop leadership and communication skills in the mentors;
 vii. To reinforce the sense of community among the mentors;
 viii. To engage familiar, value-oriented material as a focus for interaction;
ix. To encourage freshmen to begin degree planning (major requirements, study abroad, UCC) as early as possible.

There are eight or nine class sessions for each of HONRS 100 and HONRS 300, as well as two or more "outside" activities for freshmen, some of which are required and some of which are optional. Total time commitment for mentors should not exceed five hours per week; for the freshmen, two or three hours per week, including class time.
As a Peer Mentor, you may arrange your individual class sessions and activities according to your own interests and abilities.

You should draw up a one- (or two-) page syllabus for distribution to your class on the first day, with topics and activities indicated if not yet specified precisely. Be sure to give a copy of your final syllabus to Dr. Lindberg, either a hard copy or by email. Some sample syllabi will be provided in this guide, but remember—they are samples, not templates!

The syllabus should include the name and number of the class (HONRS 100 with section # and CRN); your name, your phone number, and your e-mail address; Dr. Lindberg’s name, office address, phone #, and email address; a list of dates with the actual days and hours spelled out (e.g. “August 26,” not “August 25-29” or “week 1”); and the attendance policy clearly noted. The attendance procedure is as follows: if a freshman misses a class, you will inform Dr. Lindberg and send an email to the freshman, warning that an additional unexcused absence will result in a “No Credit” grade. (You may give this warning in person, but the email provides documentation.) If any freshman seems to bail out, we do want to know about it—there is probably something more important going on than the students just not wanting to come to your class. One of your goals is to prevent any student from “slipping through the cracks.”

You should assign outside-class activities, of which you may determine (most mentors have their students do at least two).

Class discussions should include these subjects (some of which do not require a whole class session):

1. Academic integrity. You can bring this up any way you like, but don’t let your students tell you they don’t need it. There were six documented cases of plagiarism in Honors classes last year. How many undocumented cases do you think there were that were unidentified?
2. Classroom “demeanor” and “navigating the academy” — fairly early.
3. What it means to be in the Honors College — as you go.
4. Honors College activities: Student Honors Council, service opportunities, MEHA, NCHC, hall councils: these can be brought up at different times.
   a. Hall governance: what does a Hall Director do? What does an RA do?
   b. “Honors Connections” — The social and the academic
5. Study Abroad: opportunities, pros and cons
6. The “freshman book”
   a. This would be a good day to meet somewhere outside of the classroom.
7. Planning a major — 4 year plan — 5th or 6th week (start talking about it early)
   a. Each student should map out a major, turn in the “plan” on the final day. There is no grade for this, but it is absolutely required. Eventually, an Honors Advisor will look at it and use it for discussion with the student.

Although it may be helpful for YOU to read the master syllabus, your students don’t need to read it. Here’s your chance to make that syllabus you’ve always wished you were given. Be creative with the topics and have fun! Keep you and your freshmen interested in what’s going on!
**Honors Extras**

Besides the unique academic curriculum, the Honors College offers quite a few ways for students to get involved outside of class – and sometimes outside of Muncie!

**Student Honors Council**

Student Honors Council is the student "legislative body" of the Honors College. Members of SHC take an active part in planning social and academic activities for Honors students and faculty, as well as organizing volunteer opportunities throughout the year. SHC also serves as a liaison between Honors students and the Honors College, responding to any issues or ideas, and the organization is involved in any changes to the Honors Curriculum. Any Honors student is welcome to join; many positions are available for returning and incoming students. The group meets on Sunday nights (usually every other week). Check out the SHC website for more information: [http://shc.iweb.bsu.edu/](http://shc.iweb.bsu.edu/)

**The Odyssey**

*The Odyssey* is the Honors College annual literary magazine. An editorial board made up of Honors students and faculty assists the two student editors in choosing the selections to be printed from an array of student submissions. Any student is welcome to submit up to four pieces of writing and/or artwork near the beginning of the year. Likewise, any Honors student who is interested may join the editorial board and attend two or three reading sessions during the fall semester to rate each submission and help decide which ones will be published. Look for flyers posted in the Honors College during the months of August and September for further details.

**News & Notes**

*News & Notes* is a newsletter that features information and stories about Honors College life and other issues of interest to Honors students. Three issues are printed each year in the fall, winter, and late spring, and are available in the Honors College lounge and office. Two student editors work year-round organizing stories and soliciting writers/reporters. Any student interested in writing for *News & Notes* should contact the Honors College office at 285-1024.

**MEHA**

The Ball State Honors College is a member of the Mid-East Honors Association, an independent regional subdivision of the National Collegiate Honors Council. The goal of the Association is to encourage, motivate, and reinforce the Honors programs that exist at each member school. Each year, a group of Honors students and faculty members from Ball State attend the organization's annual conference. During the conference, attendees participate in various activities and listen to several Honors-related presentations. Presenters are students and faculty from all participating schools, including colleges and universities from Ohio, Michigan, Indiana, and Pennsylvania. Topics range from Honors projects to new ideas for Honors programs. All Honors students from participating schools are invited to propose a topic for presentation, or they may simply attend the conference to meet with Honors students and faculty.
from the surrounding areas. The BSU Honors College encourages participation in this event by providing transportation for students and faculty wishing to attend, and by often covering registration fees for those students who will be presenting. More information about the Mid-East Honors Association and presentation proposal forms are available online at www.mideasthonors.org.

Golden Key

Academic excellence is the basis for an invitation to join Golden Key International Honour Society. Golden Key’s main focus is providing service opportunities, academic recognition, scholarships, internships and job opportunities, and networking opportunities. Golden Key membership and service is a recognizable asset to many employers. Sophomores, Juniors, Seniors and Graduate students who have achieved an academic standing in the top 15% of their class are invited to join.

Learning Center

Looking for help with core classes or to develop your study skills? Then look no further than the Learning Center. Located in North Quad 350, the center offers free tutoring in mathematics, writing, and many of the other courses that are part of the University Core Curriculum. You’ll also find workshops and other group learning experiences that will help you achieve academic success. To learn more about our services or sign up for tutoring, visit the Learning Center in North Quad, 350 or call 765-285-1006.

Writing Center

The Writing Center provides free one-to-one tutoring on writing projects for any member of the Ball State University community. If you are working on a writing project and are looking for individualized feedback, consider making an appointment for a free one-to-one tutoring session. Simply call 765-285-8387. Students may meet their tutoring in Robert Bell 291 or online for their sessions.
**Discussion Topics - Academic Integrity & Plagiarism**

This topic is a good one to tie in with your discussions about Honors/honor. Don’t spend an entire session talking about these issues, but bringing up the definition of plagiarism and discussing the consequences are important. Most students will protest that they already know what plagiarizing is, but they will probably be interested in the consequences of plagiarizing at Ball State.

From the Code of Student Rights and Responsibilities:

Academic dishonesty includes, but is not limited to the following:

- Violations of procedures which protect the integrity of a quiz, examination, or similar evaluation, such as:
  - Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the faculty member;
  - Copying from another person’s paper;
  - Communication with, providing assistance to, or receiving assistance from another person in a manner not authorized by the faculty member;
  - Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation;
  - Taking a quiz or examination or similar evaluation in the place of another person;
  - Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself;
  - Changing material on a graded examination and then requesting a re-grading of the examination;
  - The use of any form of technology capable of originating, storing, receiving or sending alphanumeric data and photographic or other images to accomplish or abet any of the violations listed in parts a through g.

- Plagiarism or violations of procedures prescribed to protect the integrity of an assignment, such as:
  - Submitting an assignment purporting to be the student’s original work which has been wholly or partly created by another person;
  - Presenting as one’s own work, ideas, representations or words of another person without customary and proper acknowledgment of sources;
  - Submitting as newly executed work, without faculty member’s prior knowledge and consent, one’s own work which has been previously presented for another class at Ball State University or elsewhere;
  - Knowingly permitting one’s work to be submitted by another person as if it were the submitter’s original work.

- Falsely claiming to have completed work during an internship or class group assignment.
- Cooperating with another person in academic dishonesty, either directly or indirectly as an intermediary agent or broker.
- Knowingly destroying or altering another student’s work whether in written form, computer files, art work, or other format.
- Aiding, abetting, or attempting to commit an act or action which would constitute academic dishonesty.
Classroom Discussion Topics- Talking Honors

This could last a while! There are tons of ways to approach the concept of "Honor" and "Honors"—which is good, because when the conversation runs a little dry, you can switch gears without totally switching topics. Besides, your freshmen should be able to find something under this umbrella that interests them.

Questions/Topics to Propose

- Define "Honor"
  - How is that related to/different from being an "Honors" student?
  - What is the relationship between the moral and material definition of honor?
  - Does honor have anything to do with morality?
- As Honors students, what do you believe to be your role on campus?
  - Is this different from being a non-Honors student?
  - How true is the stereotype of the Honors student?
- Do you like being part of an Honors program? Why/why not?
- Does being in an "Honors" program imply anything about character in addition to achievement?
  - Should it imply this?
  - What do you feel is expected in terms of character and/or achievement?
- What exactly is the Honors College?
  - What does this program do for students?
  - Is it worthwhile? Why/why not?
  - What do you want to gain from your experience within the Honors program?
- What is academic integrity all about?*
  - How is this associated with "honor"?
  - How does this tie in with taking responsibility for your own growth?
  - Do you feel you even need to discuss academic integrity? Why/why not?
  - Should being an Honors student mean that you don’t do things that are wrong (i.e. cheating, plagiarizing)?

*This is a good place to tie in the very unpopular topic of plagiarism—don’t make it the main focus of the discussion, but do mention plagiarism and the problems/consequences of it at BSU. The better approach is to talk about "academic integrity" rather than "academic dishonesty."
## 4 Year Plan Outline

### Fall (Freshman Year)

<table>
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<td>Honors 100</td>
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Total Hours

### Spring (Freshman Year)

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Total Hours

### Fall (Sophomore Year)

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Total Credit for all four years

Does it equal 120 or more?
**Important Websites for freshman**

1. *Honors Advising* - lists the names, phone numbers, and the email addresses you can use to request an appointment with your Honors Advisor. This address also provides other tools including a link to your course planner which will be discussed at a later date. [http://cms.bsu.edu/Academics/CollegesandDepartments/HonorsCollege/InfoforCurrentStudents/HonorsAdvising.aspx](http://cms.bsu.edu/Academics/CollegesandDepartments/HonorsCollege/InfoforCurrentStudents/HonorsAdvising.aspx)

2. Ball State Majors – a complete listing of all the majors and minors offered at BSU. [http://cms.bsu.edu/Academics/UndergraduateStudy/Majors.aspx](http://cms.bsu.edu/Academics/UndergraduateStudy/Majors.aspx)

3. Join an Organization – click on “Handbook for Student Organizations” to download a copy of the list of student organizations on campus. [http://cms.bsu.edu/CampusLife/StudentLife/StudentOrgs/CurrentOrgs.aspx](http://cms.bsu.edu/CampusLife/StudentLife/StudentOrgs/CurrentOrgs.aspx)

4. Textbooks – these are the websites of bookstores located on or near BSU. Use these sites to locate books that you need for class or determine the value of your books before you sell them back.
   b. TIS - [http://tisbookbsu.com/home.aspx](http://tisbookbsu.com/home.aspx)

5. Rent Your Books – one of the best ways to save money on your textbooks is to rent them. Although some of the bookstores on campus are now renting out textbooks to students, Chegg usually has a wider variety of books to rent and cheaper prices. [http://www.chegg.com/](http://www.chegg.com/)

6. Check out your Professor – this website provides reviews of professors at BSU and other universities by fellow students. Use this website to find out more about the professor of a class you may want to take and see if the class will be a piece of cake or a lot of hard work. Keep in mind that the evaluations you find here are from a limited number of students.[http://www.ratemyprofessors.com/SelectTeacher.jsp?sid=77](http://www.ratemyprofessors.com/SelectTeacher.jsp?sid=77)

7. How to Travel Around BSU & Muncie
Optional Resource Materials

Found below are a number of optional resource peer mentors have used when leading their Honors 100 classes. While not crucial to your mentees' education in Honors 100, mentors have found these materials to be extremely useful to their mentees during their first semester at Ball State. Please feel free to use and adjust these materials as you wish. Listed below is a list of the materials provided in this section of the handbook.

- Official BSU Map
- Important Locations at BSU
- Contact Information and Locations
- Clubs & Organizations- Pride Guide
- MITS Bus Map
- Career Center Overview
- Career Exploration
- Student Employment
- Counseling Center Documents
- David Owsley Museum of Art
- Scavenger Hunt Activity
  - Activity 1
  - Activity 2
- General Study Tips
Parking

Hangtag to be hung from rearview mirror.

Display decal on lower left (driver's) side of windshield.

Any lot not on this map will be governed by lot signs.

Lot designations are subject to change without notice. Check lot entrances for signs.

SPEEd limit for all Ball State lots and drives is 20 miles per hour.

- Emergency Telephone
- Shuttle Bus Stop
- Electric Vehicle (EV) Charging Station
- 

Ball State lots and drives are governed by the following:

- Stadium: Permit required 24 hour parking; Overflow for all lots
- Restricted: Permit required 7 a.m. to 7 p.m.; 3:30 a.m. to 7 p.m. (parking garage only), Monday-Friday
- General Faculty and Staff: Permit required 7 a.m. to 9 p.m., Monday-Friday
- Commuter: Permit required 3:30 a.m. to 5 p.m., Monday-Friday
- Residence Hall: Permit required 24 hours, Sunday 7 p.m.-Friday 5 p.m.
- Visitor/Paid Parking garage and meters
- Commuter Restricted: Permit required 3:30 a.m. to 5 p.m., Monday-Friday

Permit Required

- 24 hour parking
- Overflow for all lots
- 7 a.m. to 7 p.m.
- 3:30 a.m. to 7 p.m. (parking garage only)
- 7 a.m. to 9 p.m.
- 3:30 a.m. to 5 p.m.

General Information:

- Speed limit for all Ball State lots and drives is 20 miles per hour.
- Parking regulations vary by location.
- Check lot entrances for signs.

Ball State University

Education Redefined
ADMINISTRATION AND SERVICES
1 305 North College Avenue (TS) ........................................ H4
2 321 North College Avenue (TP) ............................................ H4
3 400 North McKinley Avenue (AS). .......................................... H5
4 1902 West Petty Road (PT) .................................................. F4
5 Alumni Center (AL) ............................................................. C2
6 Bracken Administration Building, Frank A. (AD) ......................... H4
7 Central Chilling Plant (CC) .................................................... H3

Extended Education (CE) see Carmichael Hall (General)

Facilities Planning and Management Building, Showalter (SO) ... B2

Graduate School: District Energy Station North (EN) .................. E3

Grounds Building (South) .................................................... H3

Health Center, Amelia T. Wood (HC) ........................................ F5

Health Plant ................................................................. H3

International Education and Programs, see Student Center

* Lucina Hall and Ball State Welcome Center (LU) ....................... H4

Policing, Public Safety (PD) ................................................... I5

Research/Contracts and Grants Office (RH) ............................... G4

** Service and Stores (SV) .................................................... B1

University College, see North Quadrangle Building (General)

Welcome Center, see Lucina Hall

Admissions, Bursar, Career Center, Counseling Center, Registration, and Scholarships and Financial Aid are all located in Lucina Hall.

* Central Receiving, Central Stores, Crafts Shops, Key Control, Purchasing, and Transportation are all located within the Service and Stores building.

INDUS LANDMARKS
19 Beneficence ................................................................. H4
20 Shafer Tower (SH) ............................................................ F5

HOUSING AND DINING
1 Anthony Apartments (AN) .................................................... D3
2 DeHonty Complex (DH) ....................................................... G5
3 Elliott Hall (EL) ............................................................... H4
4 Elliott/Wagoner Dining (EW) ................................................ J4

Housing and Residence Life Office, see LaFollette Complex

Johnson Complex; Botsford/Swinford (JA) and Schmidt/Wilson halls (JE) ................................................ E4

Kinghorn Hall (KH) ............................................................. F6

LaFollette Complex: Housing and Residence Life main office, Brayton/Clevenger, Knotts/Edwards, Mysh/Hurst, Woody/Shales, and Shively halls (LA) ............................................. F4

Noyer Complex; Howick/Williams and Baker/Kipple halls (NO) .... G5

Indiana Academy, see Wagoner Complex

Park Hall (PK) ................................................................. G5

Scheider Apartments (SR) ..................................................... A3

Scheider Community Center ................................................ B3

Studebaker East Complex (SE) ............................................... G6

Studebaker West Complex: Palmer/Davidson
and Painter/Whitcraft halls (SW) .............................................. G6

Wagoner Complex: Burkhardt, Jeep (Indiana Academy) (WA) .... H4

Woodworth Complex: Brady/Wood
and Crosley/Rogers halls (WO) ............................................... G5

PARKING
16 Parking Garage, Emens (NP) ................................................ G5
17 Parking Garage, McKinley Avenue (MP) ................................... H5

GENERAL
39 Applied Technology Building (AT) ........................................ G4
40 Aquatic Center and Lewellen Pool (LP) ................................ F5
41 Architecture Building (AB) .................................................. F5
42 Arena, Worthen (WR) ......................................................... F5
43 Art and Journalism Building (AJ) .......................................... G4
44 Artificial turf Field (Binner Complex) ..................................... B3
45 Arts and Communications Building (AC) ................................ G5
46 Auditorium, Emens (AU) ..................................................... G5
47 Baseball Diamond ........................................................... C2
48 Bracken House (BR) .......................................................... F4
49 Burkhardt Building (BB) ..................................................... H5
50 Bursis School/Indiana Academy (BU) ..................................... H4
51 Business Building, Whiting (WB) ......................................... F5
52 Carmichael Hall (CA) ........................................................ E4
53 Center for Glass, Marilyn K. Glick (GL) .................................. H3
54 Center for Peace and Conflict Studies (PE) .............................. E6
55 Child Study Center (CS) ..................................................... E6
56 Child Study Center Infant/Toddler Lab (CD) ............................ E6
57 Christy Woods ............................................................... H3
58 Communication Building, Ball (BC) ........................................ G4
59 Fine Arts Building and David Owsley Museum of Art (AR) .... H4
60 Football Training Complex, Fisher (FT) .................................. C3
61 Greenhouses (Wheeler-Thanhauser Orchid Collection
and Species Bank) (GH) ....................................................... H3
62 Gymnasium, Ball (BG) .......................................................... G4

Gymnasium, Irving (IG), see Student Recreation
and Wellness Center (RC)

63 Health and Physical Activity Building (HP) .............................. F5
64 Honors House, Edmund F. and Virginia B. Ball (BA) ............... G5

Human Performance Lab (PL), see Health and Physical Activity Building

65 Indiana Academy House (AH) .............................................. H4
66 Intramural Fields .............................................................. E3
67 Kieselman Center (KC) ....................................................... H1
68 Lettermann Communication and Media Building, David (LB) .. F4
69 Library, Bracken (BL) ........................................................ G5
70 Maria Bingham Hall .......................................................... I3
71 Medical Education Building, E. F. Ball (MT) ............................. I3
72 Miller College of Business, see Business Building, Whiting

73 Multicultural Center (MA) .................................................... H5

Museum of Art, David Owsley, see Fine Arts Building

74 Music Building, Hargreaves (MU) .......................................... G5
75 Music Instruction Building and Sursa Performance Hall (MI) .... H5
76 North Quadrangle Building (NQ) .......................................... G4
77 Pruis Hall (PH) ............................................................... G5
78 Robert Bell Building (RB) .................................................... F4
79 Science Complex, Cooper (CL, CN, and CP) ............................ G4
80 South Shops/Christy Woods Office (SS) ................................. H3
81 Stadium, Scheumann (ST) ................................................... C3
82 Student Recreation and Wellness Center (RC).......................... F5

Sursa Performance Hall, see Music Instruction Building (MI)

83 Teachers College Building (TC) .......................................... G4
84 Tennis Courts ............................................................... E4
85 University Theatre (TH) ..................................................... G5
86 Virginia B. Ball Center for Creative Inquiry, see Ketselman Center

87 West Quadrangle Building (WQ) .......................................... H4
Buildings Not Pictured:
31 - Applied Technology Building
32 - Health Center
33 - Studebaker East Complex
34 - West Quad
35 - Parking Garages

Ball State University
Campus Map
Contact Information and Locations

Ball State Police
Emergency Phone: 765-285-1111
Phone Number: 765-285-1832

Bursar and Loan Administration
Location: Lucina Hall; Room B31
Phone Number: 765-285-1643

Career Center
Location: Lucina Hall; Room 220
Phone Number: 765-285-1522

Counseling Center
Location: Lucina Hall; Room 320
Phone Number: 765-285-1736

David Owsley Museum of Art
Location: 2021 W. Riverside Ave
Phone Number: 765-285-5242

Emens Auditorium
Location: Riverside
Phone Number: 765-285-1536

Health Center
Location: 1500 Neely Avenue
Phone Number: 765-285-8431

Honors House
Location: Riverside
Phone Number: 765-285-1024

Learning Center
Location: North Quad; 3rd Floor
Phone Number: 765-285-1006

Recreation Center
Location: 1700 Neely Ave
Phone Number: 765-285-1753

Writing Center
Location: Robert Bell; Room 291
Phone Number: 765-285-8387
Clubs and Organizations - Pride Guide

African Student Association
American Sign Language Club
Ballroom Dance League
Baptist Collegiate Ministry
Baseball Club
Black Student Association
Bowling Club
Call to Action
Campus Crusade for Christ (CRU)
Cardinal Communications
Cardinal Corps
Cardinal Outreach Team
Catholic Student Union (CSU)
Charlie's Crew
Code Red Dance Team
College Connection (United Methodist)
College Mentors for Kids
College Republicans
Daily News (DN)
Dance Marathon for Riley Children's Hospital
DeHorty Hall Council
Departmental and Professional Organizations
First Presbyterian Student Outreach
Free the Slaves
Golden Key
Greek Life
Homecoming Steering Committee
Honorary and Professional Organizations
Indian Students Association
Indiana Outdoors
International Ambassadors Club
Intramural Sports
Judo Club
Knitting and Crochet Club
Late Nite @ Ball State
Lutheran Student Fellowship
Mock Trial
Natural Resources Club
Navigators
NewsLink Indiana
Orientation Leaders
Orthodox Christian Fellowship
Quidditch League
Racquetball Club
Radio Television Digital News Association
Residence Hall Association
Rock Climbing Club
Runners' Association
Storm Chase Team
Student Action Team
Swing Dancing Society
The Wildlife Society
Triathlon Club
Ultimate Frisbee Team
University Democrats
Writers Community
Route Names and Numbers

1 Ball State University
2 Ball State Jackson
3 Northwest Plaza
4 Mall
5 Whitely/Morningside
6 North Walnut
7 East Jackson
8 Burlington
9 Industry Willard
10 Heekin Park
11 Southway Centre
12 Ivy Tech
13 Riverside/Rural King
14 Walmart
15 March 2010
Mission

The Career Center provides innovative, state-of-the-art career education through interactive, exploratory programs and services, engaging Ball State students to develop professional goals that transform the Ball State education into personal success.

Lucina Hall 220
8 a.m. to 5 p.m. Monday-Friday
(Summer 7:30 a.m. to 4 p.m.)
www.bsu.edu/careers

Connect with the Career Center

From your first semester as a freshman to the last semester of your senior or graduate year, the Career Center staff, programs, and services support your personal career goals. We offer a variety of outstanding services.

- The Student Employment Program can help you find part-time jobs, internships, and seasonal employment to support your financial needs and career exploration.

- Find your way through the career preparation process by using Career MAP (Management Action Plan). This online guide identifies practical steps to take, at your own pace, to move along the path to career success. Think of it as your job while in college.

- The Career Lab has books and electronic library materials for researching careers; finding internships and jobs; developing job-search skills; completing Career MAP; learning about business, industry, non-profit, governmental, and other types of employment; finding out how your interests or values can lead to passionately successful careers; identifying skills that employers seek in new hires; and getting accurate information about the salaries new graduates usually earn.

- Connect with a personal career advisor. Working with an academic advisor helps you get the classes you need, and working with a career advisor can help you find the internship or job you want.

- The KEY (Knowledge+Experience+You) Careers program helps freshmen make informed decisions about majors and careers early on during their time at Ball State. This year-long program starts during orientation and features events designed specifically for first-year students. By participating in this program, you can reduce the risk of multiple major changes and extended time in college. For more information, check out http://www.bsu.edu/KEYCareers.

- Intentionally develop your professional skills. Attend the Professional Development Seminar Series offered during fall and spring semesters. Learn about such critical issues in the workplace as generational diversity, conflict management, career mapping, and more!

- Take advantage of the technology systems offered to Ball State students and alumni to support the search for internships and employment. Cardinal ViewJobs and Cardinal Career Link are for students at every stage of career development as well as for alumni. Search the job postings, look at the extensive employer partner lists, use Resume Builder to create or improve your résumé and then upload it to Cardinal Career Link so you can participate in on-campus interviews and the résumé referral books that are sent, by request, to employers.
Events and Programs

Events and program dates and descriptions can be found at www.bsu.edu/careers. Click Career Lab and Resources; then click Calendar.

- Fall Career Fair
- Professional Development Series
- Focus On Graduate School
- Graduate School Fair
- Cardinal Job Fair
- Teacher Fair

Resources

The Career Center website provides access to all of the information available about special events, programs, and services. Save the Career Center URL in your Favorites and make a habit of regularly checking our calendar of events.

There are even more options for learning about careers and the programs and services of the Career Center.

- Participate in the open career fair events, even if you are just looking for information! Be sure to wear business casual attire. If you don't know what business casual attire is, you should attend the Professional Development Series workshops to learn about it and other professional issues.

- Pick up free career publications in the Career Lab in Lucina 235. Available publications include

  - Career Center Magazine,
  - Career tip sheets on a variety of topics,
  - Graduate School Guide,
  - Job Choices Magazine,
  - Job Postings,
  - The AAEE Job Search Handbook for Educators,
  - The Black Collegian,
  - And more.

Web Sites

- Career Center: http://www.bsu.edu/careers
- Cardinal Career Link: http://www.bsu.edu/careers/careerlink
- Cardinal ViewJobs: http://www.bsu.edu/careers/viewjobs
- Career Center Online Resources: http://www.bsu.edu/careers/links
  http://www.bsu.edu/careers/publications
- KEY Careers: http://www.bsu.edu/keycareers
- Career MAP: http://www.bsu.edu/careers/cmap
- Quest: http://www.bsu.edu/careers/quest

If you need adaptations or accommodations for any of our educational programs or publications because of a disability, please contact Career Center
Lucina Hall 220 Ball State University Muncie, Indiana 47306 (765) 285-5634
www.bsu.edu/careers/careercenter@bsu.edu Revised 7/2011
The Importance of Research

As you begin to consider various career options, you will need to do some research to learn more about specific types of work and employers. Why? There are many reasons.

First, research can help you choose which careers to pursue.

Second, employers expect you to know what you want to do and what you have to offer. If you can't express your goals clearly, your chances of persuading an employer to hire you are reduced.

Third, employers believe that if you are interested in working for them, you will have learned something about their organizations before they interview you. If you can't demonstrate this knowledge, the employers will assume your lack of preparation indicates a lack of interest in their companies. They will hire other candidates instead of you.

You may be wondering, "So what's in it for me?" A job, for one thing. By doing appropriate research, you can write your résumé in a way that clearly shows how your background matches the position for which you are applying, improving your chances of getting an interview. In addition, your research will help you prepare for the interview itself.

Finally, you'll also have a sense of whether the job you are considering is one that will take advantage of your skills, values, and interests. If it isn't then you're not likely to be comfortable and happy.

Occupational Research

Visit the Career Lab in Lucina Hall 235 to use our extensive collection of career exploration materials (including salary surveys). A few titles are listed on the back of this handout. Explore Ball State majors in Quest at www.bsu.edu/careers/quest. You should also talk with people working in careers that interest you. You should ask questions like these:

- What does your work involve?
- What is a typical day on the job like?
- What do you like most about your job?

Career Exploration

Career Lab
Lucina Hall Room 235

- What do you dislike about it?
- What is the work environment like?
- What is the style of supervision in your organization?
- What are the entry-level qualifications for this line of work? What are the educational requirements?
- What skills does one need? Are any special licenses or certifications required?
- What are the opportunities for advancement for someone in your position?
- What is the outlook for your industry and for your position?
- What are the trends in your industry? In what new directions is the industry heading?
- What would you recommend for someone with my background who is interested in pursuing a career similar to yours?

Be sure to keep good records of your research and your conversations, and don't forget to send thank-you notes to each of the people you interview.

Employer Research

In gathering information about employers, you'll want to learn about each organization's mission, size, locations, and competitors, as well as any initiatives, educational opportunities for employees, and the staff turnover rate. Do employees move up in the organization, or do they leave to work for other employers? Use the materials in the Career Center and informational interviews to help you gather this data. You can also request copies of brochures and reports directly from the employers.

Use the Vault Career Insider (http://www.bsu.edu/careercenter/secure/careerlibrary) to find information about careers with employers in Vault's employer database.

For more information, pick up a copy of Employer Research, another tip sheet available in the Career Lab in Lucina Hall 235.
Resources
For more information about the topics covered here, be sure to visit the Career Lab. These are a few of the items available:

- 200 Best Jobs for College Graduates
- 250 Best-Paying Jobs
- America’s Top 300 Jobs
- Best Jobs for the 21st Century for College Graduates
- Career Opportunities in… Series
- The College Majors Handbook
- Encyclopedia of Careers and Vocational Guidance
- Great Jobs for… Majors
- Guide to America’s Federal Jobs
- Guide to Occupational Exploration
- Occupational Outlook Handbook
- O-NET: The Occupational Information Network
- Opportunities in… Series
- Top Careers for… Graduates

Websites
- Quest: http://www.bsu.edu/careers/quest
- KEY Careers: http://www.bsu.edu/keycareers
- Career Management Action Plan: http://www.bsu.edu/careers/cmap
- What Can I Do With a Major in… (On the Career Center’s home page click Career Exploration and Internships, Explore Your Interests, then What Can I Do With a Major in.)
- Links to career exploration sites on the World Wide Web: http://www.bsu.edu/careers/links (Click Career Exploration or College Majors and Careers.)
- Career Center Publications: http://www.bsu.edu/careers/publications
As a Ball State University student, you may be interested in working on campus. An on-campus job provides you with a great opportunity to earn extra money, meet people, develop transferable job skills, learn time-management skills, gain experience, and get more involved on campus.

The Career Center coordinates all on-campus student employment. You must be currently working toward a Ball State degree and be eligible to work both in the United States and for the university to apply.

Applying for On-Campus Student Employment

Go to http://www.bsu.edu/careers. Click Student Employment. The Application for Student Employment and Tax Forms will appear as links on the page. To begin the application process, click Begin the Student Employment Application Process. You will need your Ball State Outlook username and password to access the application. You may also complete the state and federal tax forms by clicking on the Tax Forms link. Be sure to use your permanent home address on all forms. Sign all tax forms in ink using your full legal name. Next, return your tax forms to the Career Center, Lucina Hall 220.

If you are a graduate assistant, doctoral assistant, resident assistant, or international student, call the Career Center at 285-5634 to find out what additional forms you may need.

Choosing an On-Campus Job

All job vacancies are posted on Cardinal ViewJobs, which is accessible from any computer with Internet access. Many on-campus jobs are available, including positions as lifeguards, clerical assistants, computer lab assistants, and landscape crew members among others.

Only students approved for the Federal Work Study Program are eligible for work-study positions. In addition to on-campus Federal Work Study jobs, there are many off-campus community service positions available to students who have been approved for work-study.

Contact the Office of Scholarships and Financial Aid, Lucina 245, to find out if you are eligible.

Getting a Job Referral

After completing your online student employment application and selecting jobs from Cardinal ViewJobs, stop by the Career Center in Lucina 220 to get job referrals.

At your first visit to the Career Center, you must show documents to verify your eligibility to work in the United States. Most students use an original social security card, birth certificate, or passport. A list of acceptable documents is available at the Career Center and on the web. Go to http://www.bsu.edu/careers. Click Student Employment and click the link Required Eligibility Documents. The Student Employee Handbook also appears as a link in the text. Please bring your Ball State University student ID card with you.

Interviewing with the Hiring Department

After receiving a referral, you can contact the employer. If you get an interview,

- Dress nicely and prepare for it.
- Do some research on the department and its role on campus.
- Be prepared to discuss any previous work and volunteer experiences you have had.
- Remember to take your referral form to the interview. This form shows the employer that you are eligible to work on campus.

After Your Interview

If you have not heard from the employer within a week of the interview (or the deadline specified by the employer), you may call and ask if a decision has been made.

If you get the job, the university will pay you biweekly based on an hourly rate. Your wages will be direct deposited into your bank account. You may register for direct deposit through the Career Center or the Office of Payroll and Employee Benefits. Federal and state tax withholding will be applied to your pay. Social security will not be withheld while you are attending classes during the academic year; it will be withheld if you work during breaks and vacations. You may work up to twenty hours a week on campus (up to forty during the summer), but most jobs average ten to fifteen hours a week.
For more details about working on campus, consult the Student Employee Handbook. Go to http://www.bsu.edu/careers. Click Student Employment, then Handbook.

If you do not get the job, keep trying. Look for other jobs on Cardinal ViewJobs and stop by the Career Center to get more referrals.

For help in your job search, visit the Career Lab in Lucina 235 for information on interview techniques and résumé writing. You may also want to attend one of our daily drop-in advising sessions M-W from 1 to 3 and TH-F from 10 to noon in Lucina 220.

Student employment can be the first step in your career development at Ball State. For more information, see our Career Management Action Plan on the web at http://www.bsu.edu/careers/cmap.

Other Job Opportunities

Cardinal Career Link features off-campus jobs and internships. Access to off-campus part-time jobs, internships, fellowships, seasonal employment, and full-time jobs is password protected. You must be a Ball State student or graduate to create an account. To create your Cardinal Career Link account, go to http://www.bsu.edu/careers. Click Cardinal Career Link.

To apply for off-campus jobs, internships, or full-time jobs, contact the employer directly. Many employers use Cardinal Career Link to let you apply online and e-mail your materials directly to them.

Create your résumé using Cardinal Career Link's Résumé Builder or upload your résumé and receive an automatic critique by e-mail within one business day. You can also choose to include your résumé in Résumé Books for employers to view.

When you create a profile in Cardinal Career Link, your registration with the Career Center is complete! In addition to the online job postings and job-search tools, you will have full access to Career Center advising, programs, and events.

Resources

The following resources are available in the Career Lab in Lucina 235. The lab is open Monday - Friday from 8 a.m. to 5 p.m. during the school year and from 7:30 a.m. to 4 p.m. during the summer.

- 10 Things Employers Want You to Learn in College
- 101 Great Answers to the Toughest Interview Questions
- Best Resumes for College Students and New Grads
- The Internship Advantage
- Internship Success
- Leave Your Nose Ring at Home
- Books about majors and careers
- And more!

Internship Databases

- Cardinal Career Link: http://www.bsu.edu/careers/careerlink
- Internships.com: http://www.bsu.edu/careercenter/secure/interncompass/
- Internships USA: http://www.bsu.edu/careercenter/secure/internshipspass/
- Vault Career Insider: http://www.bsu.edu/careercenter/secure/careerlibrary/

Websites

- Career Center Online Resources: On the Career Center’s home page, click Career Lab and Resources, then Great Links to Explore or Publications.
- Career Center: http://www.bsu.edu/careers
- Cardinal ViewJobs: http://www.bsu.edu/careers/viewjobs
- Cardinal Career Link: http://www.bsu.edu/careers/careerlink
- Career Management Action Plan (Career MAP): http://www.bsu.edu/careers/cmap/
- KEY Careers: http://www.bsu.edu/keycareers
- Quest: http://www.bsu.edu/careers/quest/

If you need adaptations or accommodations for any of our educational programs or publications because of a disability, please contact Career Center
Lucina Hall 220 Ball State University
Muncie, Indiana 47306 (765) 285-5634
www.bsu.edu/careers /
careercenter@bsu.edu
and preventative nature. Our goal is to help students reach their academic, career, personal and social goals and to lead happy and fulfilled lives. We offer programs in the areas of: diversity, eating disorders, sexual assault prevention, stress management, health education, substance abuse prevention, self-esteem, career exploration and relationship issues. We are happy to schedule programs to present to classes, student organizations, and residence halls.

CONSULTATION
Faculty, staff, parents, spouses or friends are often concerned about a student. Professional counselors can help those people make arrangements for a student to get counseling or refer the student to appropriate resources or to answer any questions they might have.

ELIGIBILITY FOR SERVICES
Students who are enrolled for at least six undergraduate or five graduate hours during the academic year are eligible for services. Students are eligible for counseling services during the summer sessions if they are enrolled in classes during the time that services are provided. Faculty and staff are eligible for partial services as well.

YOUR FIRST APPOINTMENT
When you first call or contact the Counseling Center, an "intake" appointment will be scheduled for you. When you come in for your scheduled intake meeting, your counselor may be able to give you the assistance you need immediately. If your issues are not appropriate to the Center's model of services, the intake counselor can assist you in finding services elsewhere. More likely, the two of you will decide that you could benefit from further counseling sessions.

If a group session is the most appropriate service for you, it can be discussed, assigned and scheduled either at the time of intake or during a regular counseling appointment.

If individual counseling is recommended, your next session may be scheduled in about a week. However, should the demand for services be greater than the Counseling Center resources, you may need to wait longer between appointments.

If you need emergency assistance, you will receive it.

CONFIDENTIALITY
Both Indiana law and psychological ethics require that counseling information must remain confidential unless the client indicates in writing that he or she wishes the information to be released. The only exceptions are that psychologists are required to make appropriate notification when there is an imminent risk to health or safety, and to report child abuse and the abuse of a dependent adult.

CONTACTS
Counseling Center
Lucina Hall 320
Ball State University
Muncie, Indiana 47306-0895
Telephone (765) 285-1736
Fax (765) 285-2081
After Hours Emergency (765) 747-7330
www.bsu.edu/counselingcenter
CAN WE HELP YOU?

Very year, hundreds of students, faculty and staff members use the services of the Counseling Center. This office provides free and confidential psychological, stress management and career counseling to students. The primary mission of the center is to assist students reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm and receptive to students who seek services.

PRIMARY SERVICES:
- Individual and Group Counseling
- Career Exploration and Counseling
- Educational Workshops and Programs
- Emergency Services
- Consultation
- Testing

PSYCHOLOGICAL COUNSELING SERVICES

INDIVIDUAL COUNSELING

Many kinds of issues and concerns can best and most comfortably be dealt with by working with a counselor on an individual basis. If individual counseling seems best for your needs, you will ordinarily continue seeing with your intake counselor. Occasionally, you may be referred to another counselor whose expertise can better meet your needs. The maximum number of individual sessions that a client may have in any calendar year is twelve, although most problems can be resolved in fewer sessions, with the average number being four. The number and frequency of sessions will be determined by your counselor.

GROUPS

Group sessions are good settings to try out new behaviors, improve communication skills, and receive feedback from other people with similar interests and concerns. Some groups focus on specific concerns such as eating disorders or self-esteem, while others address more general topics. Content and discussions in group sessions are confidential.

PSYCHIATRIC CONSULTATION

A consulting psychiatrist is available to serve students in conjunction with counseling services. Psychiatric services are only available by referral from your individual or group counselor. Referrals may also be made to the Student Health Center.

CAREER EXPLORATION, ASSESSMENT & COUNSELING

Students who wish to explore career and vocational choices, as well as academic majors and changes in goals, can benefit from career counseling. The Counseling Center often uses interest inventories and computer resources to assist in the career decision-making process.

The ultimate goal is to help students learn about their own career decision-making process, their own interests, values, skills and the world of work.

TESTING PROGRAMS

NATIONAL TESTING PROGRAMS

Each year, almost 3,000 students use our testing services. Among others, we administer the following: Praxis, GRE, GMAT, CLEP, LSAT, MCAT, and English as a Second Language placement testing. Computer-based "practice" programs are available for the GRE, GMAT and LSAT in our Resource Room (LU 310-C). Computer-based testing services are available for the GRE, GMAT TOEFL and Praxis programs. CBT operates Monday through Friday during University business hours.

PSYCHO-DIAGNOSTIC ASSESSMENT

Psychological testing is typically conducted in the context of ongoing therapy and is helpful in determining the focus of treatment. Your counselor will discuss with you and determine what if any additional assessment is needed.

OUTREACH WORKSHOPS & PROGRAMS

OUTREACH

The Counseling Center offers experiential and immersive workshops and presentations that are developmental.
Plan a Visit

The David Owsley Museum of Art is open to the public and fully accessible to individuals with disabilities. Explore treasures of many styles and periods from the United States, Europe, Africa, India, China, Japan, South America, and the Mediterranean. Learn about diverse cultures, world history, and the major ideas in art through the centuries.

Museum Hours
Monday–Friday, 9 a.m. to 4:30 p.m.
Saturday–Sunday, 1:30 to 4:30 p.m.
Closed on major holidays. Admission is free.

David Owsley Museum of Art
Ball State University
2021 West Riverside Avenue
Muncie, IN 47306
765-285-5242
www-bsu-edu/artmuseum

Standing Guanyin
China, Yuan dynasty (1279-1368)
polychrome wood and crystal
David T. Owsley Collection,
loan in honor of Lucy Ball Owsley

The information presented here, correct at the time of publication, is subject to change. Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community.
Discover the David Owsley Museum of Art

Step into the David Owsley Museum of Art at Ball State University and see the world. Our rich collection from the past 5,000 years offers visitors a dynamic experience with the visual arts from ancient cultures into the 21st century.

Educational services are provided free of charge to educators interested in visiting the Owsley Museum. From tours to online resources, we work with you to provide what you need. Whether you are interested in extending learning beyond the classroom or enriching lifelong learners' experiences, see what we have to offer.

Group Experiences

Guided tours of the museum provide viewer-centered discussions that hone descriptive and analytical skills and spark lively conversation. Tours can be designed to fit your group’s specific needs and interests including standards-based tours for school groups.

Groups are encouraged to visit the Owsley Museum for tours and self-guided experiences. Group leaders—professors, teachers, activity directors, and others—may select convenient dates and times for a tour led by a student docent or community volunteer.

Self-guided visits are also available.

There is no charge for tours. For details on scheduling a visit, go to www.bsu.edu/artmuseum/groupvisitform. The museum requests three weeks’ notice to schedule a tour.

Educational Resources

Because of the collection’s breadth—with a concentration on European and American art and representations of most major world cultures—the museum can provide a variety of services, workshops, and presentations for school and university classes in addition to regular art and history tours. Teaching with the collection is central to the mission of the Museum of Art; special topics include Using the Museum as a Resource, Careers in Museums, and training in Visual Thinking Strategies. Viewing and object guides, plus suggested activities and collections databases, are available online for use by all groups before and after visiting the David Owsley Museum of Art.

Explore www.bsu.edu/artmuseum/educators for additional ideas.
**Scavenger Hunt Activities**

Campus Scavenger Hunt

Rules: There must be at least three students in every picture. All students must be in at least one picture. Go as fast as you can! The winners will get their choice of prize! Have fun =)

1) Blahh! You’re sick...where do you go? Take a picture and get enough pamphlets for the class

2) Uh oh! You’re gaining the freshman fifteen. Where can you go to get rid of it? Take a picture of the exercise equipment.

3) Legend says you can rub her nose for good luck during finals. Take a picture with her.

4) Everyone walks by this scandalous woman when meeting a group to study at the library. Take a picture with her and the animals.

5) Need a good idea for a cheap date? You can see free movies here on Friday evenings. Take a picture in front of the movie poster.

6) You will soon see the author of the freshman reader speak. Take a picture at the box office.

7) Return to DeHORITY!
Village Scavenger Hunt

1) If you forgot your anniversary, you will need to get your girlfriend/boyfriend a cupcake from this store ____________, which will cost __________.

2) If you stop at this gas station ____________, you can get a fountain drink in these 3 sizes ________, ________, ________.

3) I love to get coffee at this restaurant (hint: they have great outdoor seating); their specialty of the day is ____________.

4) You can get great pepperoni pizzas here; ____________ they come in these size orders ________, ________, ________.

5) Spring break will be here before you know it! If you want to travel somewhere, go here to plan your trip ____________.

6) I got my favorite book from this place (think Easter) ____________.

7) You know that this place sells books, school supplies and clothes ____________, but did you also know they sold stuffed animals? Pick your favorite one and write down what kind and color it is ________________.

8) Return it to me. Hurry!
**General Study Tips**
(Letterman style...cause, after all, this is Ball State)

10) Don’t be overwhelmed during the first week of classes. Syllabi present you with a ton of information and more homework and tests than seem possible to complete in one semester. DON’T STRESS. You will be able to get it all done. Just take things one day at a time.

9) Planners are wonderful. If you haven’t purchased one yet, there are some inexpensive ones in the Ball State Bookstore. Writing things down helps to stay organized, and organization is key.

8) Schedule in the long term projects. Make a plan for the day, week, and month. It may take a little longer in the beginning, but you could save yourself from an all-night panic session closer to the due date.

7) It’s OKAY to study on the weekend. Be sure to make time for fun, but if you need to get things done, Saturday and Sunday are prime times for it.

6) Read the text!!! People sometimes fail to read assignments because they don’t schedule it in their plans for the week. You DO have time to read, but you have to plan for it.

5) Take power naps. If you feel yourself drifting while reading, set your alarm for ten or fifteen minutes. This will eliminate the toxins in your brain and will allow you to think while you read.

4) Write ALL OVER your books. You paid for them so you can highlight, underline, and star whatever you need.

   Unlike high school, these books are yours to keep.

3) If you work hard throughout the semester, tests and finals won’t be so intimidating.

2) Don’t hesitate to ask your professor questions in class (someone else probably has the same question as you) or during office hours (if it is something more specific to you). This is one of the things they’re paid to do. You’ll find that most professors are willing to go out of their way to help you if you take the initiative to ask.

1) ATTEND STUDY SESSIONS. A lot of times these sessions tell you almost word-for-word answers. Some are less helpful than others, but go to the first one for each class and check it out before you write it off.
Works Cited

*2008 Peer Mentor Guide.* N.d. The previous version of the guide used during the 2008 academic year. Muncie, IN.

*2012 Peer Mentor Guide.* N.d. The previous version of the guide used during the 2012 academic year. Muncie, IN.

Acker, Audrey V. *Honors 100 Example Syllabus One.* Muncie: n.p., n.d. PDF.


Ball State University Counseling Center. *Counseling Center Brochure.* Muncie: Ball State University Counseling Center, 2013. Print.


Ball State University. N.d. Honors Extras: Golden Key, Learning Center, & Writing Center Descriptions. Muncie, IN.


Russelburg, Bianca. *Honors 100 Example Syllabus Two.* Muncie: n.p., n.d. PDF.
Appendix
Mentor Survey

1. What, if any, guest speakers did you have in Honors 100?

2. Did your freshman struggle with the four year plan?
   Yes   No

3. Did your freshman enjoy the book talk?
   Yes   No

4. Were your freshmen talkative during class?
   Yes   No

5. What would have better prepared you as a mentor?

6. Did you contact your freshmen during the summer?
   Yes   No

7. Would you suggest co-mentoring?
   Yes   No

8. Would you like to meet in different places for Honors 300?
   Yes   No

9. Would you like guest speakers in Honors 300?
   Yes   No

10. What is one piece of advice you would give new mentors?
1. Rank the following in order of places you would have liked to visit in Honors 100,

Using a scale of 1 to 6 with 1 being the most important.

   a. The Village
   b. The Rec
   c. The Art Museum
   d. Minnetrista
   e. The Planetarium
   f. Student Center

2. Rank the following in order guest speakers you would have liked to come into Honors 100,

Using a scale of 1 to 5 with 1 being the most important.

   a. Career Center
   b. Counseling Center
   c. Study Abroad Office
   d. Scholarship Information
   e. Student Voluntary Service

3. Rank the following in order of discussion topics you would have liked to talk about in Honors 100,

Using a scale of 1 to 6 with 1 being the most important.

   a. Freshman Reader
   b. Places in Muncie
   c. Extra-Curricular Activities
   d. 4-year plan
   e. On Campus Activities
   f. Safety Resources
4. Did you have an easy time creating your four year plan?
   Yes   No

5. Are you from Indiana?
   Yes   No

6. Would you have liked your mentor to bring snacks to Honors 100?
   Yes   No

7. Would you have liked to meet your mentor before the first day of Honors 100?
   Yes   No

8. Did Honors 100 help you adjust to college?
   Yes   No

9. Did you find the library visit beneficial?
   Yes   No

10. What is one activity you wish you would have done in Honors 100?
### Question Two

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IRB Document

Hi Kelsey,

After reviewing your surveys and your email, you would not need IRB approval. Your assessment doesn’t fall into the human subjects research definition.

Best wishes,

John

John M. Mulcahy, Jr.
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Ball State University
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Fax- 765-285-1328
jmulcahy@bsu.edu
http://cms.bsu.edu/About/AdministrativeOffices/ResearchIntegrity.aspx