

A SUPPLEMENTAL ORIENTATION PROGRAM FOR STUDENT VETERANS

A CREATIVE PROJECT

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BY

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ABSTRACT

Title: A Supplemental Orientation Program For Student Veterans

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The purpose of this creative project was to create a supplemental orientation program specifically for student veterans at higher education institutions. Through the orientation program, students would be able to have a more hands-on experience to the resources available such as the Scholarships and Financial Aid office, academic advising, the Career Center, and the Counseling Center, among many others. The orientation program would be a supplemental, three-part orientation program to the already existing orientation program done by the Office of Orientation. Providing the opportunity for students to have more one-on-one connection with different offices on campus allows for students to be more connected to the campus, and utilize the resources to their benefit.

Student veterans often are unaware or not confident in utilizing resources that are offered to them on campus, and sometimes are unable to complete a degree due to these struggles. By providing an online orientation program prior to the summer orientation program, students are introduced with the resources available before stepping on campus. After the initial on-campus orientation program, student veterans would attend an orientation program the weekend before fall semester classes begin, with individuals that would serve as contacts from the various offices on campus to have a one-on-one

interaction with them and learn what is available. Also during this supplemental orientation program, students would be able to connect and network with other student veterans to create a community of support for these students.

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CHAPTER ONE

INTRODUCTION

Higher education institutions have been providing accommodations for student veterans for the past 80 years. The implementation of the G.I. Bill of 1944 created many more resources and opportunities on college campuses for all students than had previously been accessible (Thelin, 2004). Veterans were now able to access higher education at little or no cost to them, and many individuals took advantage of a postsecondary degree after World War II. Throughout the past decades, veterans of World War II, the Korean War, the Vietnam War, the Gulf War, and the War on Terror have utilized the benefits that the G.I. Bill has provided.

University and college campuses have also become more accommodating for veterans, including offices specifically for disabled students, counseling centers, financial aid assistance, and veteran centers created specifically for student veterans. There is an extensive amount of resources for students on and off campus at each higher education institution, but sometimes little is known of these resources. Many times an orientation program is a student's first visit to campus, and a student's first chance to connect with those on campus that are there to help them. Providing those resources to all students is crucial to the development and education a student gains while in college.

Statement of Purpose

The purpose of this creative project was to create a supplemental orientation program specifically for student veterans at higher education institutions. Through the orientation program, students would be able to have a more hands-on experience to the resources available such as the Scholarships and Financial Aid office, academic advising, the Career Center, and the Counseling Center, among many others. The orientation program would be a supplemental, three-part orientation program to the already existing orientation program done by the Office of Orientation. Providing the opportunity for students to have more one-on-one connection with different offices on campus allows for students to be more connected to the campus, and utilize the resources to their benefit.

Significance of the Study

This creative project was created to connect student veterans to the resources available for them on campus, which in turn would help them succeed as a student. Student veterans often are unaware or not confident in utilizing resources that are offered to them on campus, and sometimes are unable to complete a degree due to these struggles. By providing an online orientation program prior to the summer orientation program, students are introduced with the resources available before stepping on campus. After the initial on-campus orientation program, student veterans would attend an orientation program the weekend before fall semester classes begin, with individuals that would serve as contacts from the various offices on campus to have a one-on-one interaction with them and learn what is available. Also during this supplemental orientation program, students would be able to connect and network with other student veterans to create a community of support for these students.

Scope and Limitations

The supplemental student veteran orientation program was created to provide a welcoming environment and smoother transition for students either entering or returning to higher education after or during active-duty. The supplemental orientation is designed to be easily accessible for students, including an online component prior to an on-campus orientation, and an orientation meeting on-campus the weekend prior to classes beginning for those that have moved near the university.

Due to the supplemental orientation programs not being a requirement for attending Ball State University, the participation levels could be low. The interest and participation in the online modules and the on-campus supplemental orientation could inhibit the success of the orientation program and the retention rates of student veterans.

Definition

War on Terror: A term coined by President Bush to refer to an international military campaign in Iraq and Afghanistan, beginning in 2001. Also known as the Global War on Terror, Operation Iraqi Freedom, and Operation Enduring Freedom.

Organization of the Paper

This paper is organized into four chapters. This chapter addresses the statement of purpose, the significance of the study, scope and limitations, and the organization of the paper. Chapter two reviewed the existing literature related to student veterans, both in the past and in present day, the three most common injuries veterans faced around 2010, and orientation programs and how they can assist in a smoother transition to higher education. Chapter three consisted of a description of the methodology used in the

creation of the orientation program specifically for student veterans. Chapter four described how the supplemental orientation program was implemented on campus.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of the Project

Many students enter college with concerns of leaving home, missing friends, and what test they may have on Friday afternoon. For student veterans, however, this transition may be very different. Many times student veterans are returning to, or entering for the first time, an institution of higher education at an older age than the traditional student, and with very different background experiences. Postsecondary institutions should provide a welcoming environment for all students, and this can begin with a specialized introduction of the institution through an orientation program. A supplemental orientation program to the already existing orientation is suggested, as this provides all the necessary information to the student veteran about the institution, along with a separate time to create a support group with their peers.

The GI Bill—Past and Present

The original GI Bill was passed as a large-scale funding for veterans' pursuit of higher education in 1944, and was known as the Servicemen's Readjustment Act of 1944 (Rumann & Hamrick, 2010). The funds that were allocated from the 1944 GI Bill funded training and postsecondary education for all veterans that qualified (Thelin, 2004). By 1950, only two million of the 14 million eligible veterans that had served in World War II had used their GI Bill benefits. The GI Bill of 1944 brought much needed attention to

veteran services in higher education. Some of the services, which are utilized and emphasized currently, include counseling and advising, housing assistance, and job placement services (Hillway, 1945).

During the Vietnam War era, slightly more than half of Vietnam veterans enrolled in postsecondary education, and utilized the benefits of the GI Bill through the Readjustment Assistance Act of 1972 (Rumann & Hamrick, 2010). Due to a large number of protests and anti-war sentiment on college campuses across the country, many veterans downplayed their veteran status, in fear of rejection and stigmatization from their civilian peers.

During the 1991 Persian Gulf War period the amount of large-scale activations and deployments of Guard and Reserve personnel increased (Rumann & Hamrick, 2010). Many active-duty students were involved with enrollment discontinuity patterns, such as moving between higher education to military deployment and back to higher education. This resulted in many mid-term withdrawals from college and federal action to extend student loan deferments of deployed students (DeLoughry, 1991).

During the War on Terror, the benefits that have been available to veterans in postsecondary education have increased, as student financial aid policies, military recruitment packages and benefits, and military personnel policies and deployment practices have gained more attention and prestige (Rumann & Hamrick, 2010). It is estimated by the Department of Veteran Affairs that more than two million veterans of the War on Terror are eligible to pursue postsecondary education after the passing of the Montgomery GI Bill, also known as the Post 9/11 GI Bill, in 2008 (Vance & Miller, 2009). In a recent survey sent to 380 student veterans, nearly 75 percent cited that the GI

Bill as the main source of their education funding (Lokken, Pfeffer, McAuley, & Strong, 2009).

Veterans and Disabilities

As of 2009, an estimated 1.8 to 2.1 million troops had been deployed in the War on Terror, with an estimated 712,800 to 840,000 veterans at some point applying for disability benefits (Church, 2009). The term “disabled” is often used as synonym with the connotation of not fit, weak, and unable to perform or participate (Burnett & Segoria, 2009). Due to this definition and label of being “disabled,” many returning veterans with physical and/or psychological injuries typically do not identify themselves as someone who could qualify and utilize campus disabled student services.

The term “wounded warrior” is one that is commonly used in reference to veterans, but few know what the definition of the term actually is. According to Vance and Miller (2009), and for the purpose of this project, “wounded warrior” can be defined

Specifically to students enrolled at postsecondary institutions that served active duty in the Middle East wars . . . These are veterans who may or may not have self-identified some form of disability and or need for disability accommodation (whether or not officially recognized by the Department of Veteran Affairs. (p. 19)

Vance, Miller, and Grossman (2010) revealed that a majority of disability professionals and academic advisors surveyed did not feel prepared to serve the wounded warriors on campus. To worsen this problem on postsecondary campuses, as of 2010, there are no published works that completely study the extent of postsecondary education disability professionals’ level of involvement with wounded warriors.

The three most common injuries or traumas that veterans from the War on Terror have experienced are physical injuries from blasts, such as amputations, orthopedic injuries and burns; traumatic brain injuries, or TBI; and operational stress injuries and mental health injuries, such as Post-Traumatic Stress Disorder, or PTSD (Church, 2009). Blast injuries commonly result from Improvised Explosive Devices, or IEDs. Injuries sustained from IEDs range from concussions, burns of multiple degrees, amputated limbs, and death. The Comprehensive Trauma Inventory, or CTI-104, lists 104 specific traumatic types of exposure to war conditions, including stressful events such as combat that could add physical injuries.

Traumatic brain injuries, or TBI, occur from blasts that alter the cells' metabolism and result in cell death. While this occurs, there may not be visible signs of injury. Blast injuries create a pressure wave, which affects specific organs that are filled with air, such as lungs and ears, and those surrounded by cavities filled with fluid, such as the spine and brain. Veterans commonly suffer from TBI due to injuries sustained in combat, but TBI is also common due to training exercises and blunt blows to the head (Defense and Veterans Brain Injury Center, 2010). Almost 43% of the veterans returning from the War on Terror have been evaluated for TBI (Church, 2009). The functional impairments that are caused by TBI include, but are not limited to, cognitive problems, perceptual problems, behavioral and emotional problems, and behavior that mimic PTSD.

The most common injury includes an array of mental health issues, including anxiety, depression, and post-traumatic stress disorder (Church, 2009). With the multiple deployments many troops are experiencing, the rate of anxiety and depression in troops increases, more than doubling from 12% to 27% from the first to the third deployments.

It is also estimated that 55% of patients that are diagnosed with an anxiety or depressive disorder experience at least one additional anxiety or depressive disorder at the time. Of the returning troops who met criteria for major depression or PTSD, only 53% sought help from a provider (Vance & Miller, 2009). Women veterans also have a higher rate of PTSD, but are not as likely to report symptoms, or be diagnosed (Baechtold & De Sawal, 2009). Women not only experience the trauma that combat brings, but 78% of women reported that they had also experienced sexual harassment, and 6% had been raped while on active duty.

Due to the high rate of PTSD seen in veterans from not only the War on Terror, but also the Vietnam and Gulf Wars, much more attention has been focused towards the issue, and what can be done (Vance & Miller, 2009). PTSD can affect each individual differently, and can occur at any time in an individual's life. It is estimated that 5.2 million people in the United States experience PTSD in a given year (Church, 2009). With PTSD, a person can experience, or is confronted with, an event, or events that involve actual death, serious injury, or injury to the physical integrity of self and others. The person's response can include intense fear, helplessness, or horror. This can result in experiencing the trauma through recurring thoughts, feelings, dreams; efforts to avoid the stimulus associated with the trauma such as feelings of detachment; efforts to control thoughts, feelings, and activities associated with the trauma; and avoiding people, places, and activities that recall the trauma. The Office of Veteran Affairs estimates that over 15% of Vietnam era veterans meet the diagnostic criteria for PTSD, as about 18% of veterans from the War on Terror are being diagnosed with PTSD. PTSD is commonly undiagnosed or isn't addressed due to the stigma that has been attached by society. Many

times PTSD causes issues with trust, development of relationships, unemployment, divorce, domestic violence, and substance abuse.

Veterans and Transition

It is typical for students of color, first-generation students, and low-income students to be considered “historically underserved students” in higher education, but many educators are also placing student veterans in this category as well (Branker, 2009). According to Green (2006), the historically underserved students are not typically served well in postsecondary institutions, and find transitioning to college, as well as adjusting to social and academic responsibilities and demands, to be a challenge. Student veterans often experience this different transition in a similar way. Goodman, Schlossberg, and Anderson (2006) defined a transition as “any event or nonevent that results in changed relationships, routines, assumptions, and roles” (p. 33). The transition from the military and combat zone to a college campus can be a dramatic change. While living in the military culture troops find a profound sense of purpose, commitment to a critically important mission, deep camaraderie, and an intense stimulation of the battlefield (Church, 2009). The relative calmness of the classroom, along with many less mature peers whose greatest worry is passing an exam, can feel mundane or unreal.

Cantrell and Dean (2007) observed that the transition back to civilian life from the military culture is not emphasized as much as that of the effort that is spent on training citizens to become soldiers. Many times students are not fully educated on resources available to them, both on and off campus, and many veterans may not enroll in higher education because of an absence of effective outreach, easily accessible information, and veteran-friendly practices. With the implementation of the Post 9/11 GI Bill, there is

more concern among higher education that there will be a lack of services provided to veterans. In a number of states, there are programs to assist veterans returning to civilian life, such as Minnesota's Beyond the Yellow Ribbon project (Lokken et al., 2009). As part of this program, National Guard members are required to attend initial demobilization and reintegration training 30 days, 60 days, and 90 days after returning to the United States from a deployment.

According to Herrman, Raybeck, and Wilson (2008), the cost and convenience of postsecondary institutions help determine the institution a veteran may eventually decide to attend. A rising number of veterans are choosing to attend for-profit institutions based on convenience, or community colleges due to their cost and affordability. Many times, veterans also choose community colleges because the institutions are located near military bases. This also can help with providing assistance to veterans with accessing academic, financial, and disability accommodations.

On many campuses, depending on the student veteran population, a successful transition will depend almost entirely on the individual veteran's success in establishing goals, finding mentors, and developing confidantes (Vance et al., 2010). Veterans may find this hard, as they are accustomed to following the commands of an officer or "point person" that guide the way and provide guidance.

Assisting Veterans Success

For student veterans to succeed, awareness and collaboration is key. Creating an environment in which veterans, military members, and their families feel welcome is crucial for postsecondary education institutions (Lokken et al., 2009). Among the multiple actions a higher education institution can do to assist veterans and create a more

“veteran-friendly” campus, a collaboration of student affairs departments and academic affairs departments has proven to produce positive results (Burnett & Segoria, 2009).

Creating an institution-wide committee optimizes student veteran success. This committee may include a combination of representatives from a variety of areas including the Vice President of Student Affairs, representatives from Counseling, Disabled Student Services, Admissions, Career Services, Veterans Office, faculty, student veterans, and possibly representatives from the veteran community. Within the committee, both short and long term goals can be made, such as priority registration for active duty personnel and veterans, GI Bill funding assistance, housing accommodations, and contact with local state legislators to assist on the state level.

Another beneficial resource that should be available for veterans is a student organization that students have the opportunity to meet other student veterans, engage in activities, and discuss issues that others may be facing. A national resource is Student Veterans of America (2011), which is a coalition of student veteran groups from higher education campuses across the nation. Being involved in group with other students such as oneself, veterans have been able to find a place and a group on campus that allows them to meet others who may have similar experiences as them, do activities, learn more about resources available on campus, and become involved in other organizations (Burnett & Segoria, 2009). Building a networking support system can be one of the most helpful resources on a college campus for student veterans (Vance et al., 2010).

Keeping busy and having a set schedule daily is also beneficial to assist student veterans in the transition process (Rumann & Hamrick, 2010). Many veterans are

accustomed to a very structured schedule, which with the help of academic advisors and others, keeping classes, work, and extracurricular activities can be accomplished.

Many other suggestions to create a community and assist student veterans in the transition to higher education include assigning academic credit for military service, programs for suicide prevention, programs for family and marriage counseling, having a location specifically used as a resource area for veterans, and intramural sports teams (Vance et al., 2010). Another successful option for assisting student veterans is an orientation program.

Orientation Programs

Orientation programs are used at almost every higher education institution as a successful tool for students to complete a smoother introduction and smooth transition to the collegiate experience (Upcraft & Farnsworth, 1984). The goals of an orientation benefit the student, and assist with an easier transition into higher education. Goals commonly include academic preparation, personal adjustment, extracurricular activities, campus orientation, and include an increasing awareness of student and parents during the transition process (Hollins, 2009).

Orientation programs are often held for Spring, Summer, and Fall semesters at colleges, and can vary from one-day, overnight, or multiple day programs. A traditional orientation program, such as the Student Orientation, Advising, and Registration (SOAR) program at Virginia Community Colleges, includes a welcome and introduction to college from an administrator; a tour of campus; an overview of student services, academic programs, institutional policies, and student organizations; an introduction to campus life and other level of students attending; and a meeting with an academic advisor

to review class choices, previous college or AP credit, and register for classes (Hollins, 2009).

Offering a program on campus that requires a transferring student or a first-year student to the postsecondary experience is a valuable resource that can prove to have long-term effects, such as the SOAR program in Virginia, which saw that students who participated in orientation were retained at a higher rate, at 77.6%, compared to those who did not participate, which was at 57.9% (Hollins, 2009). Those who complete orientation programs have more confidence and feel more comfort in seeking assistance from different resources when needed.

Summary

Student veterans will need more attention and more resources available to them than what is provided now. Veterans enter, or return, to higher education with a higher maturity level, rare life experiences, and disabilities, whether others are able to see them or not. An orientation program can be utilized as a resource that can build relationships between students and others on campus, both peers and resources that can benefit each student's success in higher education. It is important for all higher education professionals to be aware and work with the difficulties and disabilities of students returning from combat and active-duty.

CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to create a supplemental orientation program specifically for student veterans at higher education institutions. Through the orientation program, students would be able to have a more hands-on experience to the resources available such as the Scholarships and Financial Aid office, academic advising, the Career Center, and the Counseling Center, among many others. The orientation program would be a supplemental, three-part orientation program to the already existing orientation program done by the Office of Orientation. Providing the opportunity for students to have more one-on-one connection with different offices on campus allows for students to be more connected to the campus, and utilize the resources to their benefit.

Methodology

A literature review was conducted to gain a better understanding of student veterans, veterans needs, the importance of orientation programs in higher education, and how utilizing an orientation program specifically for student veterans can improve their experience in higher education. The literature review was based on journal articles and books by authors who are foremost in the field of both veterans and orientation programs. Websites addressing health-related information, along with veteran issues and ways to support them were also used to gain an understanding of current veterans issues and

needs. Next, various schools were researched to gather information on the structure of programs and departments directed specifically towards student veterans in higher education. Research from Ball State University's Learning Center involving student veterans was then used to compile information and a more specific plan for orientation.

Design of the Project

A supplemental orientation program directed specifically towards student veterans was created to provide a support system and community for veterans either entering higher education for the first time, or those returning after deployments and certain duties. The orientation program is made of three separate parts.

The first part of the orientation program consists of four online modules that will be found on the website of the institutions' Veteran Affairs office. The information posted on this site will serve as a pre-college online orientation module, and contains the information that is most pertinent for student veterans to know prior to attending college. The first module includes a recorded introduction to the institution by the leader of the veteran affairs department. This helps the student become familiar with the individual, or individuals, that they will be working closely with throughout their higher education experience. This module can include an introduction to the institution, the forms a student must fill out, and benefits that veterans can receive from legislation and federal aid such as the G.I. Bill, FAFSA, and Pell grants.

The second module includes terms that are common to college that new students may not be familiar with. These terms include those that one may need to know prior to attending classes, and not specifically terms later used as a student enrolled in classes. These terms include, but are not limited to, the Bursar, transfer credits, the Registrar,

FAFSA, Financial Aid, academic advisor, withdrawing, and add/drop. The module contains definitions of what the specific service provides and the link to the institutions specific office that can assist with the service.

The third module contains terms and advice for moving to the specific town and area of the institution. This includes website links and information for housing, on-campus and off-campus, transportation around the city, parking passes, utilities, the nearest stores and restaurants.

The fourth module is an introduction to terms that students may hear before attending classes along with terms associated with study skills. This includes terms such as syllabus, time management, note taking, and supplemental instruction. This module can be helpful to students before classes begin so they are able to be prepared. This can also assist in the transition from military life to civilian life.

The second part of the orientation program for veterans is an orientation day the weekend before classes begin. This time is typically the time used for welcome activities on campus and can be utilized fully for those hosting the orientation. This orientation day can be a couple hours to a full day of activities and meetings. The orientation day can include speakers from many organizations, both on- and off-campus, such as the local Veterans Affairs Hospital or Clinic, the institutions Student Veterans Organization, Academic Support, the advisor for the institutions Veteran Affairs department, Financial Aid, and a student panel of current student veterans that can provide advice and answer questions other students may have. This may be the most useful and informative part of the orientation program, as it provides one-on-one interaction with others and helps establish a community and networking opportunities. With the hopes of creating a

community, this day could also be used to set up future events, workshops, and follow-ups throughout the year with the student veterans. Clarifying the rules, procedures, and terms that may be used by others when they are collaborating and working on campus can be helpful for the future semesters.

The third section of the orientation program is an online Veteran Resource Guide that can be referred to at any point of the transition from military life to civilian life. This resource guide can also be accessed online by families and friends of veterans to help them as well. The guide provides information ranging from, but not limited to, veteran terms and benefits, campus resources, study tips, resources off-campus, and housing and transportation information. The online resource center can be viewed as a handbook that can be available to the public, but is focused towards veterans needs. The Veteran Resource Guide can be found on the main page of the institution's Veteran Affairs website.

Summary

The veteran orientation program is a resource offered to student veterans using both online resources as well as on-campus resources to assist with student veteran needs when entering or returning to higher education. The orientation modules and session will help create a community and will build better connections between the student veterans and campus resources. The online Veteran Resource Guide will allow all those who work with veterans, and veterans themselves, to utilize resources to better their education about veteran benefits and resources.

CHAPTER FOUR

A SUPPLEMENTAL ORIENTATION PROGRAM FOR STUDENT VETERANS

Project Summary

Many students enter college with concerns of leaving home, missing friends, and what test they may have on Friday afternoon. For student veterans, however, this transition may be very different. Many times student veterans are returning to, or entering for the first time, an institution of higher education at an older age than the traditional student, and with very different background experiences. Postsecondary institutions should provide a welcoming environment for all students, and this can begin with a specialized introduction of the institution through an orientation program. A supplemental orientation program to the already existing orientation is suggested, as this provides all the necessary information to the student veteran about the institution, along with a separate time to create a support group with their peers.

The project contains the following items:

1. Part One – Online Orientation Modules, page 25.
2. Part Two – On-Campus Orientation, page 27.
3. Part Three – Veteran Resource Guide, page 31.

Part One – Online Orientation Modules

The first part of the orientation program consists of four online modules that will be found on the website of the institutions' Veteran Affairs office. The information posted on the site will serve as a pre-college online orientation module, and will contain the information that is most pertinent for student veterans to know prior to attending college. Below are specifics about each module, as well as examples from Ball State University.

Module One – Welcome to the Campus Veterans Affairs Office

This module includes a recorded introduction to the institution by the leader of the Veteran Affairs office on campus. This helps the student veterans become familiar with the individual, or individuals, they will be working closely with throughout their higher education experience. This module can include an introduction to the institution, the forms a student must complete, and benefits that veterans can receive from legislation and federal aid such as the G.I. Bill, FAFSA, and Pell grants.

Module Two – Basic Terms: Where to Get Started

This module would include terms that are common to college that new students may not be familiar with. These terms include those that one may need to know prior to attending classes, and not specifically terms later used as a student enrolled in classes. An example of these terms can be found in Appendix A.

Module Three – Moving to Muncie

This module contains terms and advice for moving to the specific town and area of the institution. This can include website links and information for on-campus and off-

campus housing, transportation around the city, parking passes, utilities, and the nearest stores and restaurants. An example of this information can be found in Appendix B.

Module Four – Academic Basics

This module introduces students to terms that they may hear prior to attending courses, as well as terms associated with study skills. This module also helps students become prepared for courses prior to attending class, and is intended to assist in the transition from military life to civilian life. An example of this information can be found in Appendix C.

Part Two – On-campus Orientation

The second part to this student veteran orientation program is an orientation day the weekend before courses begin. This weekend is selected due to the existing welcome activities usually taking place on campus, and is an opportunity for student veterans to meet administrators, Student Veteran Organization leaders, and fellow student veterans on campus. The orientation includes an introduction to leaders on campus, the forming of small groups, a campus scavenger hunt, a city tour, and an activity for students families to join together and create a community. Attached on the next page is an example of the agenda for the Student Veteran Orientation Day set at Ball State University for Saturday, August 20, 2011. Also attached is a more detailed description of the agenda and the activities of the day.

Student Veteran Orientation Day-August 20, 2011

8:45 a.m. – 9:05 a.m.	Registration
9:05 a.m. – 9:15 a.m.	Introductions with Student Veteran Organization (SVO) Leaders, Beck Hannaford, Alyssa Heggen
9:15 a.m. – 9:45 a.m.	Icebreakers/ Small Groups with Cohort BINGO, Commonalities, Small Groups
9:45 a.m. – 10:45 a.m.	Campus Scavenger Hunt with Small Group Cohort
10:45 a.m. – 11:15 a.m.	Debrief of Campus Scavenger Hunt Please return to the Learning Center by 10:45 a.m.
11:15 a.m. – 11:45 a.m.	Moving-In, Moving-Through, Moving-Out *Lunch will be served during this presentation
11:45 a.m. – 12:15 p.m.	Roadblocks Activity in Small Groups
12:15 p.m. – 12:30 p.m.	Concluding Remarks/Wrap Up
12:30 p.m. – 1:15 p.m.	Muncie City Tour
1:30 p.m.	Bowling with Families of Student Veterans in the Student Center

*Optional. Paid for by SVO.

Student Veteran Orientation Day – Detailed Agenda

- 1.** Start with introductions and overview of what to expect for the day. Have orientation leaders introduce themselves and their involvement with Student Veterans at Ball State (10 minutes).
- 2.** Icebreakers:
 - a.** Play “Did You Know BINGO” (15 minutes).
 - b.** Poker-hand group activity followed by “Commonalities and Uniqueness exercise.” At this point, groups will make up-team names as a way to identify their cohort. An SVO member will join each small group (5 minutes for poker hand; 10 minutes for Commonalities and Uniqueness exercise).
- 3.** Campus Scavenger Hunt with SVO leaders. Each small group will be given clues of various buildings/locations on campus. They must provide some sort of proof (brochure or picture with camera phone) that they made it to the location. The team that first makes it to all of the locations and our ending location will win a small prize on behalf of Ball State University (+/- 1 hour).
- 4.** Return to Learning Center. Have discussion about what to expect as a college student and the resources available at Ball State. Advice that other veterans wished they would have known when they first entered college (30 minutes).
 - a.** Show the resources provided for them online-Veteran Resource Guide.
 - b.** Panel with SVO members.
- 5.** Explain the “Moving-In, Moving-Through, Moving-Out” concept.

This will have a “moving-in” emphasis as this is the stage they will be in at the beginning of the semester. Lunch will be provided during this presentation (30 minutes).
- 6.** Break into their cohorts to do “Roadblocks” activity.

The students will brainstorm challenges they expect in college. After putting them in a hat, each veteran will draw one from the hat and share it with the rest of the group. With this, “roadblocks” will remain anonymous, so veterans can have a safe and open conversation about such challenges. Once these challenges have

been identified, the SVO leaders and others will help them discuss way to cope, and what resources on campus they can use (30 minutes).

7. Concluding statements before we go on to the tour of Muncie.

Tour of Muncie will be about 20-30 minutes long and include:

- a. VA Clinic
- b. Downtown Muncie.
- c. Muncie Mall / McGalliard.

8. Bowling afterwards with the student veterans and their families.

Description of the Activities:

<http://www.icebreakers.ws/team-building/fear-in-a-hat.html>

<http://www.icebreakers.ws/get-to-know-you/did-you-know-bingo.html>

<http://www.icebreakers.ws/team-building/unique-and-shared.html>

Part Three – Veteran Resource Guide

The third part of this student veteran orientation is a Veteran Resource Guide that can be referred to at any point regarding the transition from military life to civilian life. This Veteran Resource Guide is online and available at all hours of the day, and can be downloaded as a PDF. Because the Veteran Resource Guide is available online, veterans' families and friends are also able to access this information. The Veteran Resource Guide is a compilation of Part One of the student veteran orientation, as well as additional information useful to students throughout the school year. The Veteran Resource Guide is very flexible in content, and can be adjusted to however an institution sees fit. The Veteran Resource Guide is available in Appendix D.

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APPENDIX A

BASIC TERMS: WHERE TO GET STARTED

Basic Terms: Where to Get Started

Bursar

The Office of Bursar and Loan Administration is responsible for the billing, collecting, and depositing of all money owed to and/or collected by Ball State University. This office also determines residency status, sets-up and maintains Cardinal Cash accounts, and prepares of federal tax form 1098-T. Make sure to handle all matters with the Bursar's office to avoid HOLDS being place on your records so you will able to register for classes.

Office: Lucina Hall Room B31

Phone: (765) 285-1643

<http://cms.bsu.edu/About/AdministrativeOffices/Bursar.aspx>

FAFSA (Free Application for Federal Student Aid)

Your Free Application for Federal Student Aid, commonly referred to as the FAFSA, is the key to determining whether you are eligible for federal, state, institutional, and private financial aid such as grants, scholarships, work-study, and loans.

Even if you think you may not qualify for federal aid, the information you provide on the FAFSA is often the basis for determining non-need based aid eligibility.

<http://cms.bsu.edu/AdmissionsLanding/ScholarshipsandFinancialAid/HowtoApply/FAFSA.aspx>

Office of Scholarships and Financial Aid

The Office of Scholarships and Financial Aid is the office to visit if you have either of the following questions:

- How much will college cost?
- How will I pay for college?

This office is a great place to get started with all of the questions you may have about paying for college. This office can also assist you with the forms needed and meet with you individually to assist you throughout the process of financial aid while you attend Ball State University.

Office: Lucina Hall Room 245

Phone: (765) 285-5600

<http://cms.bsu.edu/finaid/>

Registrar

The registrar office, commonly called the Registrar's Office, is the central hub of your academic career at Ball State University. At this office, you can register for classes, check grades, obtain an ID card, update personal information, request an official transcript, seek information regarding current academic status, apply for graduation, and reinstatement. Our office also maintains information on voter registration and the Family Educational Rights and Privacy Act (FERPA).

Office: Lucina Hall Room B43

Phone: (765) 285-1722

<http://cms.bsu.edu/About/AdministrativeOffices/Registrar.aspx>

Veterans Benefits

Ball State University has been named one of only 60 “Military Friendly Universities” by *Military Advanced Education Magazine*, and has been placed in the top 15% of universities in this country for accommodations for veterans. It is highly encouraged for veterans to meet with Beck Hannaford in the Office of Scholarships and Financial Aid to discuss forms, benefits, accommodations, and opportunities available to veterans and their families.

Beck Hannaford

Scholarships and Financial Aid

Office: Lucina Hall Room 242

Phone: (765) 285-5736

<http://cms.bsu.edu/Academics/CollegesandDepartments/Distance/Costs/VetBenefits.aspx>

APPENDIX B

MOVING TO BALL STATE UNIVERSITY AND MUNCIE, INDIANA

Moving to Ball State University and Muncie, Indiana

This module was created to provide information about the city of Muncie to make your move to Ball State University and the Muncie area an easy transition. Many of the links provided will link to more specific information and we encourage you to learn more about the different areas.

Maps

- Map of Muncie
Link to map: <http://www.cityofmuncie.com/index/Lifestyle/areamaps.asp>
- Map of Ball State University
Link to map: <http://www.bsu.edu/map/giantmap/>

Housing Accommodations

- Living On Campus
<http://cms.bsu.edu/CampusLife/Housing.aspx>
- Living in University Apartments (BSU affiliated apartment communities)
<http://cms.bsu.edu/CampusLife/Housing/Apartments.aspx>
- Living Off-Campus in Muncie
<http://www.muncieapartments.com/>
<http://www.rentals.com/Indiana/Muncie/>
- Government Resources for Housing in Muncie
Muncie Housing Authority - <http://www.muncieha.com/>

Utility Company Information

Below are links and contact information to help with getting utilities turned on.

- Electric
American Electric Power (Indiana Michigan Power)
Customer Service: (800) 311-4634
<https://www.indianamichiganpower.com/>
- Water
Indiana-American Water Company
Customer Service: (800) 492-8373
<http://www.amwater.com/inaw/>
- Sewage & Trash Pickup
Muncie Sanitary District Sewage Collection
Customer Service (765) 747-4863
<http://www.munciesanitary.org/>
Trash Pickup Schedule:
http://www.munciesanitary.org/index.php?submenu=sanitation_sewers&src=general&ref=Trash%20Pickup%20Schedules&category=Trash%20&%20Recycling
- Heating Gas
Vectren Energy Delivery (Gas)
Customer Service: (800) 227-1376
<http://www.vectren.com/web/index.jsp>

- Cable Television & Telephone
Comcast
<http://www.comcast.com/default.csp>
Customer Service, Billing and Repair: (765) 284-3357
AT&T U-Verse
<http://www.att.com/>
Customer Service: Automated Billing/Payment Arrangements (800) 288-2020

Medical/Health Facilities

- IU Health Ball Memorial Hospital
2401 West University Avenue
Muncie, IN 47303
Phone: (765) 747-3111
<http://iuhealth.org/ball-memorial/>
- Veteran Affairs Clinic
Muncie/Anderson VA Outpatient Clinic
2600 W White River Blvd
Muncie, IN 47303
Phone: (765) 284-6822 Or (765) 284-6822
Fax: (765) 284-5603
http://www.northernindiana.va.gov/NORTHERNINDIANA/visitors/Muncie_Indiana.asp
Parent Facility: NIHCS - Marion Campus
Phone: (765) 674-3321 or (800) 360-8387
- Ball State University Student Health Center
1500 Neely Avenue
Muncie, Indiana 47306
Hours: Monday, Thursday and Friday 8:00 a.m. to 4:30 p.m., Tuesday and Wednesday 9:00 a.m. to 6:30 p.m.
Phone: (765) 285-8431
Fax: (765) 285-1103
<http://cms.bsu.edu/CampusLife/HealthCenter.aspx>
- Ball State University Counseling Center
Lucina Hall, Room 320
Muncie, IN 47306
Hours: 8 a.m. - 5 p.m., Monday through Friday
Phone: (765) 285-1736
Fax: (765) 285-2081
<http://cms.bsu.edu/CampusLife/CounselingCenter.aspx>

Transportation and Parking

Transportation

- Muncie Indiana Transit System (MITS) – Free for BSU students
MITS provides traditional fixed route bus transportation within the Muncie city limits. Fifteen routes provide service to most shopping, medical, employment,

residential, recreational, and governmental locations. Buses operate Monday through Saturday on all but six holidays.

Route & Schedule Information- (765) 289-6487

<http://www.mitsbus.org/default.asp>

- Ball State Shuttle- Free for BSU Students

The Ball State University campus shuttle buses provide free, frequent service Sunday evening through Friday evening for students, employees, and visitors.

Campus Shuttle Bus service is available during Fall and Spring semesters at these times:

Every 5 to 10 minutes Monday through Thursday 7:15 am to 11:00 pm.

Every 5 to 10 minutes on Fridays 7:15 am to 8:00 pm.

Every 10 to 15 minutes on Sundays 5:00 pm to 11:00 pm.

Other shuttle services (After hours Charlie's Charter, Airport Shuttles, Disability Transportation) can be found at this link:

<http://cms.bsu.edu/Gateways/CurrentStudents/Shuttles.aspx>

Parking

To park on campus, Ball State University requires you to register your vehicle and obtain a permit at the Office of Parking Services. The cost of the permit is determined by the type of permit you seek.

- Office of Parking Services

L.A. Pittenger Student Center Room L-1

Hours: 7:30 am – 5:00 pm Monday-Friday

Muncie, Indiana 47306

Phone: (765) 285-1208

Fax: (765) 285-9057

<http://cms.bsu.edu/About/AdministrativeOffices/ParkingServices.aspx>

Entertainment (Venues, Museums, & Parks)

Venues

- Muncie Civic Theatre

216 East Main Street

Muncie, IN 47305

Phone: (765) 288-7529

<http://www.munciecivic.org/>

- Ball State University Theatre

AC 306 Ball State University

Muncie, IN 47306

Phone: (765) 284-8470

<http://cms.bsu.edu/Academics/CollegesandDepartments/TheatreDance/ProdCalendar/BoxOffice.aspx>

- Emens Auditorium

Ball State University

Muncie, IN 47306

Phone: (765) 285-1539
<http://cms.bsu.edu/Web/Emens.aspx>

- Cornerstone Center for the Arts
 520 East Main Street
 Muncie, IN 47305
 Phone: (765) 281-9503
 Fax: (765) 281-1171
 Office Hours: 8:30 a.m. - 5:00 p.m.
<http://www.cornerstonearts.org/Index/index.php>

Museums

- Muncie Children's Museum
 515 South High Street
 Muncie, IN 47305
 Phone: (765) 286-1660
<http://munciechildrensmuseum.com/>
- Ball State Museum of Art
 Fine Arts Building (AR), Room 216
 Ball State University
 Muncie , IN 47306
 Hours: Monday–Friday 9 a.m.-4:30 p.m., Saturday–Sunday, 1:30-4:30 p.m.
 Phone: (765) 285-5242
<http://cms.bsu.edu/Web/MuseumofArt.aspx>

Parks/Recreation

- Muncie Parks Department
 1800 S Grant Street
 Muncie, IN 47303
 Phone: (765) 747-4858
 Hours: Monday-Friday 7 a.m. – 3 p.m.
 List of Muncie City Parks:
<http://www.cityofmuncie.com/index/City-Muncie-Departments/Parks-Recreation/cityparks.asp>
- Cardinal Greenways
 700 E. Wysor Street
 Muncie, IN 47305
 Phone: (765) 287-0399
<http://www.cardinalgreenways.org/>
- Prairie Creek Reservoir and Swimming/Campground
 Southeast Delaware County, 7801 S. CR 560 E.
 Muncie, IN 47302
 Phone: (765) 747-4776

APPENDIX C
ACADEMIC BASICS

Academic Basics

Syllabus

The instructor of the course will distribute a syllabus or outline of your course. Generally, a syllabus will include the professor's name, office hours, and basic contact information; course description, textbook name, assignments, schedule of when assignments are due, and other key information related to the course. The syllabus acts as a contract between you and your professor, so it is important that you keep this and follow what is expected for a successful completion of the course.

Professor's Office Hours

Professors are supposed to maintain a certain amount of office hours throughout each week. This designates professors to their office to meet with students and answer any questions students may have. Professors can also discuss class content, study strategies related to the class, or concerns that you might have about the class. It is important to know your professor, as it will help you in the class.

Time Management

If your time has been programmed closely in the past, college may be quite the adjustment to you. You may have more free time than you've had in the past, or you may have family responsibilities that limit that restrict your free time and make designating study time difficult. It is recommended to make a weekly schedule and plan your fixed commitments (classes, work, meetings, carpooling, etc.) as well as your flexible commitments (study groups, sports events, social gatherings, etc.) Don't forget to schedule in free time blocks throughout the week to make sure you reward yourself when following the schedule.

Making "To Do" lists may also help as you list and cross items off when completed to give yourself a feeling of accomplishment. Keeping a planner helps you to track when assignments or tests are scheduled as well as helping you break large tasks into smaller ones. Below is a useful online site that can help you with time management. <http://www.academictips.org/acad/timemanagement.html>

Academic Resources

There are many resources available across campus to help in your academic experience at Ball State University. Among the many choices you have as a student, the Learning Center, Office of Disabled Student Development, and Academic Advising

In the Learning Center, free tutors are available for specific classes as well as to help you develop more generalized skills such as writing and study strategies. The Learning Center is located in North Quad, room 323 and is open 9:00 a.m. -8:00 p.m. Monday through Thursday, and 9:00 a.m.- noon on Friday. To learn more about how this resource can assist you, see <http://bsu.edu/universitycollege/learningcenter>.

The Office of Disabled Student Development is also a helpful academic resource. In accordance with Section 504/Americans with Disabilities Act (ADA), the Office of Disabled Student Development assists with accommodations and services for students who qualify. These services include, but are not limited to, notetaking, captioning,

interpreter services, and testing accommodations. The Office of Disabled Student Development is located in the Student Center, Room 116 and is open 8:00 a.m.-5:00 p.m. Monday through Friday. For more information you can call (765) 285-2206 or visit <http://cms.bsu.edu/About/AdministrativeOffices/DSD.aspx>

Academic Advising is a useful resource that you will be introduced to from your start as a Ball State student. Academic advisors assist in navigating your academic life. Your freshman academic advisor will help you with the most basic advising processes (how to make a schedule, add a class, declare a major, etc). Academic Advising is located in West Quad room 301, and is open 8:00 a.m.- 5:00 p.m. Monday through Friday. For more information you can call (765) 285-1161 or visit <http://cms.bsu.edu/Academics/Advising.aspx>

APPENDIX D
VETERAN RESOURCE GUIDE

Ball State University Veteran Resource Guide 2011-2012

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Ball State University Veteran Resource Guide 2010-2011

Academic Services

Registrar's Office

The Registrar's Office is the central hub of your academic career at Ball State University. At this office, you can register for classes, check grades, obtain an ID card, update personal information, request an official transcript, seek information regarding current academic status, apply for graduation, and reinstatement. This office also maintains information on voter registration and the Family Educational Rights and Privacy Act (FERPA).

Office: Lucina Hall Room B43

Phone: (765) 285-1722

<http://cms.bsu.edu/About/AdministrativeOffices/Registrar.aspx>

Academic Advising

Navigating through your academic life may, at times, seem challenging. It definitely can be! Fortunately Ball State has prepared for your arrival in advance whether you are a freshman, upperclassman, transfer student, non-traditional student, honors student, or student athlete, and have created the tools that you need to successfully map a course that leads to your graduation.

Academic advisors at Ball State are personal, professional, and prepared to give you the advice you need and the resources you will use as you journey through course work, campus life, and your learning communities. Your freshmen academic advisor will train you in the most basic advising processes (how to make a schedule, add a class, calculate your GPA, declare a major, etc.). Your faculty advisor will assist you as you begin to focus on your major and minor, guide you towards internship and immersive learning experiences, and help you plan for your tier 3 University Core Curriculum (UCC) requirement. Finally, your advising center will serve as you are preparing for graduation "destination" as you beginning thinking about commencement and completing the requirements of your degree.

Differences in Freshman Advising and Faculty Advising

As a freshman, you will have a freshman advisor based in the Academic Advising Center (NQ 324) who offers personalized, one on one support in areas such as course selection, choice of major, college transition issues and referral to other support services. Upon completion of 30 credits, you will be assigned to a faculty advisor in the department of your declared major. If you have completed 30 credits and have not declared a major, you will continue with an advisor in University College who can help you consider options and make wise choices regarding a major.

Academic Advising

Office: North Quad Room 324

Hours: 8 a.m-5 p.m. Monday-Friday

Phone: (765) 285-1161

Fax: (765) 285-4049

<http://cms.bsu.edu/Academics/Advising.aspx>

How to Find Who Your Academic Advisor Is

To find who your academic advisor is, you can go to the BSU website under the “Current Student” area. In the “Advising” category, there is a “Who is My Advisor?” link. You will be asked to enter your BSU username and password and you will be given the information about your advisor.

Advising Centers on Campus:

Freshman Advising	NQ 324	285-1161
Student Athlete Advising	NQ 320	285-1184
Honors College Advising	Ball House	285-1024
Arts and Communications	AC 414	285-8686
Cooper Science	CP253	285-5513
North Quad	NQ320	285-1167
Robert Bell	RB 116	285-5515

Grades and Calculating GPA

Academic Progress can refer to hours completed, but it also includes the important area of grades and grade point average (GPA). Grades determine the difference between being in good academic standing and not, being eligible for academic honors, meeting major and extracurricular activity requirements, and can affect future endeavors after graduation. As a general policy, the minimum GPA required to maintain good academic standing is a 2.000 overall GPA, but as students think more about grades, effort can be made to achieve the highest academic goals. It is always your responsibility, as the student, to track your GPA throughout the semester and "stay on target" for a successful academic year.

Grading Scale and GPA Calculation

Advising has provided a work sheet and GPA calculator on its website (<http://cms.bsu.edu/Academics/Advising/AcademicProgress/GradesGPA.aspx>) to help you understand how an overall grade point is calculated. The link is on the right side of the webpage. Use the GPA Calculation Form to see the grading scale and how numerical grade points are computed, and to estimate your GPA. Students will have both a semester GPA and an Overall, or Accumulative GPA each term grades are reported. If you are concerned about your grades and/or GPA, see your Academic Advisor to discuss available support services.

Registering for Courses Using the Course Shopping Cart/Adding a Course

- When Course Registration and Add/Drop sessions start, go to Ball State’s main website, www.bsu.edu.
- Click on “Current Students” at the top left corner of the page.
- Scroll down to “My Courses,” and select “Course Shopping Cart.”
- At the “Course Shopping Cart” screen, select the Discipline/Department, Course Number, Year, and School Term to find the course you are wanting to add into your schedule.
- Then click “Find Course.”

- At the course screen, you will see a list of classes that are available (Note: Some classes require prerequisites and others have restrictions. Pay attention to the RESTRC and COREQ under each class listing).
- When you find the class you want, select “Add Course” to the shopping cart.
- When you have picked all your classes, return to the “Current Students” page and click on “Course Request.”
- At the “Course Request” screen, you will see the list of all your selected classes at the bottom of the page.
- Check all of the classes you want, and click “Add Checked Courses” to add them to your schedule (Note: The course request period is NOT first come, first serve. Schedules are processed based on the number of credit hours earned. You may not get all of the classes or times your request).
- Submit your schedule, and when prompted (normally 2-3 weeks), you can check “See My Schedule” at the “Current Students” page to see what classes have been added.

Viewing Your Schedule Online

- Go to Ball State’s main website, <http://www.bsu.edu>.
- Click on “Current Students” at the top left corner of the page.
- In the right hand column, under the “My Courses” heading, click “See my Schedule.”
- Log in using your Ball State username and password.
- Read through the consent material.
- Then scroll to the bottom of the screen and click “I Accept.”
- Your current course schedule will then appear.
- If you want to see a different term, use the drop box below your current schedule to select another term, and then click “submit.”
- The date and time of your final exam for each course is listed in the far right hand side of the screen.
- When done, you should click “logout” at the top right corner.

Withdrawing from a Course

Make sure you are fully committed before withdrawing from the course.

Withdrawal from a course could impact your degree progress and have a potential impact on scholarships and financial aid as well as possible effect on family insurance coverage.

- If it is after the withdraw period at the beginning of the semester (normally the first week of classes), you will be required to inform your professor that you are planning on dropping the course before you fill out any forms. It is best to meet in person, but an e-mail is also sufficient.
- After informing your professor, visit the Office of the Registrar in the lower level of Lucina Hall (LU B43).

- At the Registrar's office, you will be given a yellow form to complete. On this form it will ask for your name, the date, your BSU I.D. number, course title, number of credits, the section number, and the reference number.
- Once you finish the form, take it to the Registrar's desk, and they will confirm the withdrawal.
- A grade of "W" will automatically appear on your transcript and does not affect your GPA.
- Midway through the semester will be a withdrawal deadline. If you desire to withdraw from a class after this deadline, you will be required to get signatures from your professor, department chairperson, and/or college dean.
- If you find it necessary to withdraw from all courses during a semester or term, you must report immediately to the office of the Ombudsperson (AD238, 285-1545) and complete an application for withdrawal.

Degree Audit Progress Report-DAPR

The DAPR (Degree Analysis Progress Report) is a record that reflects a student's academic progress toward degree completion (graduation) at Ball State University. It provides the student and advisor with:

- The minimum graduation requirements including credit hours and GPA for a major or minor.
- The courses that have already been taken to fulfill those requirements including the credit hours and grades received.
- All current and past course work completed, whether it pertains to the requirements or not.
- Any courses taken at other colleges or universities that the student transferred to Ball State.
- Any class options for requirements that have not yet been completed.
 - <http://cms.bsu.edu/Academics/Advising/AcademicBasics/TrackingProgress.aspx>
- Check on Transfer Credits
- Go to Ball State's main website, <http://cms.bsu.edu> and click on "Current Students" at the top left corner of the page.
- Under the Advising section, click on the "DAPR" link. This will take you to the Degree Analysis Progress Report page.
- Click "Create a new DAPR" button and scroll to the bottom of the page, ignoring all the empty boxes. Click "Continue."
- There will be a box with the date and time in red, and your name in black. It takes about a minute for your DAPR to process. If you click too early, it will say that there is no DAPR available.
- Click the date and time in red and this will show you an online version of your DAPR.

- The fourth section will show how many credits you have earned, your GPA and how many credits you have in progress currently.
- Different sections will show the classes you have to take for that area. Classes that are in blue are the ones that you can select to take.
- Once an area is completed, everything will be in bold lettering and will show your grade for the class.
- You may print your DAPR or you can go to your academic advisor and have them print one for you. Your academic advisor is another great resource if you still need help deciphering your DAPR.

Using Blackboard

Blackboard is a Web-based course-management system used by Ball State University to enhance the learning experiences of students. It provides a means for faculty to deliver course content to students. Blackboard also includes collaboration tools that allow students and faculty members to interact online.

<http://cms.bsu.edu/About/AdministrativeOffices/HelpDesk/TechClips/AcademicToolsforClasses/Blackboard.aspx>

Using InQsit

InQsit is a tool that is used to schedule, take, and cancel tests outside of the classroom on a computer, commonly placed in an InQsit lab on campus.

<http://cms.bsu.edu/About/AdministrativeOffices/HelpDesk/TechClips/AcademicToolsforClasses/inQsit/inQsitStudentInformation.aspx>

Career Center Services

Go to <http://cms.bsu.edu/About/AdministrativeOffices/CareerCenter.aspx> to get started. Here you will find everything you need to know about picking a major/minor, mapping out your career path, finding an on/off campus job, internship, Federal Work Study Program, and so much more. Feel free to explore the site and see all of the opportunities offered. If you have specific questions you can talk with a Career Center Advisor.

Cardinal Career Link

- Cardinal Career Link is a web site of the Career Center that allows students to upload their resume and send it to potential employers. It enables students to apply for on campus interviews.
- Cardinal Career Link also offers resume books for employers.
Note: A resume book is a file of resumes that Ball State provides employers with when they are looking for students with certain majors and interests. Students are allowed to submit their resume into multiple resume books.
- To sign up for Cardinal Career Link go to www.bsu.edu/careers. On the right hand side of the page, there will be a link that says “Cardinal Career Link.” Once you click on that, you will have the option of “For Students” or “For Students & Alumni.”
- Click on the “Students & Alumni” link. Scroll to the bottom of the page, and click on “Cardinal Career Link.”
- Follow the directions on the top of this page, and you will be on your way to getting an internship or a job.

Find a Major or Job That Best Suits You

- First you will want to go to www.bsu.edu/careers.
- On the Career Center Main Page, click “Quest.”
- Here, you will find resources about majors, minors, and even what career opportunities there are within your major or minor.
- If after looking through the information provided, you are still not able to decide on what interests you, click Go on a Quest.
- At the following screen, click “Begin Survey.”
- The survey consists of 98 yes/no questions asking about some of your hobbies/interests/activities. Fill out the survey and click “Submit Answers.”
- You will be given categories followed by careers, BSU majors, and BSU classes to take.
- For more information, feel free to stop by the Career Center in room 220 of Lucina Hall.

Parking Services

While at Parking Services, customers can park in the "Parking Services Business Only" spaces located on the east side of the building in lot G9. If these spaces are full, additional parking is located on the south side of the building in the metered area of the R8 parking garage. These spaces are located on the first floor and must be paid for at the beginning of your stay.

Parking Permits

All parking facilities, except parking meters and metered floors of parking garages, require a parking permit during enforcement hours. All lots have entrance signs stating the type of permit required and enforcement hours.

Avoid Parking Tickets

- The most important thing to remember when parking your vehicle is to check the lot sign, garage, or meters in the space you parked.
- When entering the space you are parking in, read the signs posted for specific times that permits are required. If it is during that time and you do not have a permit, don't park there!
- If it is after the specific time stated on the lot/garage/meter, then you are able to park there, but be aware of what time enforcement begins again. Many lots have early morning hours i.e. Commuter lots at 3:30 a.m., or some have no overnight parking, like the parking garage by Woodworth.
- Some parking spaces on campus have a posted sign designating it a "Special 97" permit or a director's spot. These and other designated areas are 24 hour tow zones.
- Meters are also very important to pay attention to. Always remember to check how much time you have left, and if need be, add another quarter.
- There is one benefit for students' families living in the residence halls. Your parents are able to apply for a free Cardinal Pride permit, which allows them to park at the meters outside of YOUR DORM and any green (commuter) or yellow (faculty/staff) parking lots. These permits hang from the rear view mirror and are to be displayed at all times while parking in the designated spots on campus.
- Always check before you park.

Office of Parking Services

Office: L.A. Pittenger Student Center, Room L-1

Hours: 7:30 a.m - 5:00 p.m. Monday - Friday

Phone: (765) 285-1208

E-mail: parking@bsu.edu

Paid Parking Map: <http://www.bsu.edu/map/media/pdf/visitormap1.pdf>

<http://cms.bsu.edu/About/AdministrativeOffices/ParkingServices.aspx>

Student Services

Counseling Center

The Counseling Center provides a broad range of services including individual counseling, group counseling, testing, emergency services, psychiatric consultation and outreach, all designed to help you reach your educational and personal goals. Services are free and are provided by psychologists and counselors who have special backgrounds and experience with young adults. Appointments can be made in person or by calling the receptionist.

Location: Lucina Hall Room 320

Phone: (765) 285-1736

www.bsu.edu/counselingcenter

Office of Disabled Student Development

The Office of Disabled Student Development (DSD) demonstrates the commitment of Ball State to offer equal opportunity in higher education to qualified students with disabilities including students with cognitive disabilities. Integration into the mainstream of campus life is one of the top priorities of DSD. The following considerations are available to all students with the following disabilities:

- Academic and testing accommodations.
- Adapted physical education and recreation/sports programs.
- Short-term loan of specialized equipment.
- User-friendly adaptive computer lab.
- Accessible shuttle bus services.
- Braille and large print maps of campus.
- Provisions for note takers, interpreters and readers, made on an individual basis.
- Disabled Students in Action, a campus organization designed to enhance to improve leadership skills and enhance personal growth and development.

Location: Student Center Room 116

Phone: (765) 285-5293

www.bsu.edu/dsd

Bracken Library and Library Resources

The University Libraries is much more than books, articles and databases, images, movies, and course reserves. Bracken Library, the Architecture Library, and the Science-Health Science Library are full of comfortable places to hit the books, grab a cup of coffee, or work on group projects.

Located at the center of campus, Bracken is open as late as 3 a.m. so students have plenty of time to study and research. But the library is always open online. Check out CardCat, the online catalog, get your questions answered using Ask a Librarian, and explore our site to get started!

www.bsu.edu/library

Link to Ask a Librarian: <http://www.bsu.edu/libraries/askalibrarian/>

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, 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. Each year, thousands of undergraduate and graduate students use our services. These students earn higher grade point averages and report being highly satisfied with the assistance they receive.

The Learning Center offers four different tutoring areas, each one suited to meet specific needs:

- Core Curriculum Tutoring.
- Math, Physics, Accounting, and Economics Tutoring.
- Study Strategies Tutoring.
- Writing Tutoring.

Supplemental Instruction

The Learning Center offers free supplemental instruction (SI) in various core curriculum classes. SI is an academic support program designed for large lecture classes and/or classes with a high failure and withdrawal rate. A SI leader—a student who has already taken the class and has been trained in academic assistance—will attend your class, take notes, and read the material again. The SI leader then will hold supplemental sessions that will assist in the material being taught in the course in a smaller classroom setting.

Student Recreation and Wellness Center

The Student Recreation and Wellness Center opened its doors on August 18, 2010 after two years of construction. The 200,000-square-foot center includes a three-level fitness room, suspended track, indoor turf field, five court gymnasium, multipurpose room, food service area, and gathering areas for patrons to meet and relax with friends. The facility also houses the Outdoor Pursuits Center, an outdoor resource center that features a 34-foot climbing wall and offers clinics, programs, and rental equipment for various outdoor activities.

Ball State University SRWC Fitness Center is approximately 13,000sq ft. This state of the art space offers over 250 pieces of fitness equipment. The equipment includes a wide variety of options for individuals of all fitness levels including free weights, selectorized weight machines, over 60 pieces of cardio equipment to meet all fitness needs.

BSU Fit offers many trained instructors who teach a variety of fitness classes for all levels of fitness we offer over 70 classes each week during the school year. Some of those include Spinning, Pilates, Zumba, PIYO, strength training. These classes are offered all year round and will challenge the fitness levels of all participants.

Recreation facilities are available to all enrolled students. Full-time and part-time students have full access to:

- Student Recreation and Wellness Center (SRWC).
- Ball Gym Fitness Room/Track.

- Ball Gym Pool.
- Cardinal Creek Tennis Complex.
- Field Sports.
- Lewellen Pool.
- Racquetball Courts.

Students who are enrolled in the current semester automatically obtain their SRWC membership. In the fall, students can gain access to all recreation facilities starting the Thursday before the first day of classes.

Phone: (765) 285-1753

<http://www.bsu.edu/recreation>

Student Legal Services

Student Legal Services (SLS) offers services with a practicing attorney that can meet and discuss with you:

- Criminal law.
- All areas of civil law, including landlord/tenant, contracts, consumer, employment, tort, debtor/creditor, probate, real estate, traffic tickets, and family matters.
- Legal reference materials and fill-in-the blank forms for leases, subleases, housing inspection forms, and roommates' agreements. We also prepare some contracts and other legal documents.

Your conference with a practicing attorney at SLS is strictly confidential. The SLS staff may not reveal any information regarding you or your legal matter to any person without your consent.

Phone: (765) 285-1888

Student Center- L17

<http://cms.bsu.edu/CampusLife/StudentLife/LegalServices.aspx>

Office of Student Rights and Community Standards

Did you know that if you get into a situation where you can't pay your bills or buy books, you can get a short-term loan from the Student Rights and Community Standards office? If you have an emergency or other event that will keep you out of class for a few days, our office can notify your professors.

The Office of Student Rights and Community Standards handle those services and many more for you, faculty, staff, and the community. We also address several university policies and procedures. For instance, if you have questions about grade appeals or disciplinary actions you can inquire at this office.

In addition to making you aware of policies, this office can help you respond to allegations of misconduct and violations of the Code of Student Rights and Responsibilities. If you've been a victim of a crime or witnessed a crime, this office can give you valuable information on how and to whom to report it.

Policies and Procedures

As a member of the Ball State community, it is important that you familiarize yourself with different policies and procedures. The policies will help answer any

questions you may have on grade appeals, disciplinary procedures, sexual misconduct, privacy rights, and other issues as well as provide valuable information.

Guided by the Beneficence Pledge, this office is committed to making sure you have a safe, drug-free and pleasant environment as we strive to insure university policies are upheld.

Student Rights and Community Standards

L.A. Pittenger Student Center, Room L-4

Hours: Monday-Friday 8 a.m.-5 p.m.

Phone: (765) 285-5036

<http://cms.bsu.edu/About/AdministrativeOffices/StudentRights.aspx>

Link to Student Code: https://sitecorecms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/~/_media/DepartmentalContent/Student%20Rights/pdfs/StudentCode0910.ashx

Ombudsperson

If you have a problem or conflict with a university policy, procedure, or decision, the Office of the Ombudsperson may be able to help you resolve your issue. You'll be able to express your concerns confidentially and work with the ombudsperson to identify a solution to the problem.

The Ombudsperson can help if you have a concern about a faculty member or academic issue, administrative policy or procedure, fees on your student account, disciplinary actions, interpersonal conflicts, or campus services. Sometimes it just helps to gain an understanding of conflict and how to respond.

Ask yourself the following questions, and if the answer is yes, the ombudsperson can help:

- Are you unsure of the policies and procedures that may apply to your situation?
- Do you believe a policy or procedure has been applied unfairly?
- Do you have a complaint about a university office or service?
- Do you want to discuss a sensitive issue so you can evaluate your options?
- Are you unsure about what resources to use?

The ombudsperson will not:

- Represent you in a grievance procedure.
- Advocate for you in a dispute.
- Overturn prior decisions.
- Give you legal advice or representation.
- Mediate disputes with private individuals or organizations.

Visiting the Ombudsperson

When you visit the ombudsperson, you'll be asked to explain your issue and answer the ombudsperson's questions. Before the ombudsperson can help you explore and evaluate your options, he or she needs to know exactly what has happened, who is involved, what actions you've already taken, and how you feel about the situation. The ombudsperson remains neutral in this discussion and helps you identify your options, including whether you can access other campus resources for assistance. You'll decide what to do next, and before you leave the office, the two of you will clarify the next steps for you to take to resolve the issue.

Office: Administration Building, Room 238

Hours: Monday-Friday 8 a.m. to 5 p.m.

Phone: (765) 285-1545 or (800) 382-8540, select 6

<http://cms.bsu.edu/About/AdministrativeOffices/StudentAffairs/StudentServices/Ombudsperson.aspx>

Student Veteran Organization (SVO)

The Ball State University Student Veteran's Organization is a community for all past, active duty, and future veterans that will have the maximum opportunity for academic and personal growth. We welcome all veterans and their families and friends and support a network for communication and relaxation.

Current Officers:

Kenneth Winner - President

Riley Webb - Vice President

Hondo Tamez - Treasurer

Colin Betts – Secretary

<http://www.facebook.com/bsu.svo>

Health and Medical Services

Ball State University Health Center

The Ball State University Student Health Center, located in the Amelia T. Wood building, provides ambulatory health care for currently enrolled sick and injured students. The health center is comprised of a walk-in clinic and pharmacy on the first floor, Women's Center and Health Education on the second floor, and a physical therapy unit on the lower level. The QuickClinic, located on the lower level, provides health services to university employees.

Address: 1500 Neely Avenue

Phone: (765) 285-1103

Link to BSU Health Center: <http://cms.bsu.edu/CampusLife/HealthCenter.aspx>

Indiana Health Network Ball Memorial Hospital

Indiana University Health Ball Memorial Hospital serves as a destination health facility for the residents of East Central Indiana, and is home to medical specialties including the Cancer Center, cardiac services, orthopedic services and specialized women and children's services. IU Health Ball Memorial Hospital serves patients in a warm, healing environment designed to enhance the healing process.

Address: 2401 W University Avenue

Phone: (765) 747-3111

Link: <http://iuhealth.org/ball-memorial/>

Financial Aid and Tuition

Office of Scholarships and Financial Aid

The Office of Scholarships and Financial Aid is the office to visit if you have either of the following questions:

- How much will college cost?
- How will I pay for college?

This office is a great place to get started with all of the questions you may have about paying for college. This office can also assist you with the forms needed and meet with you individually to assist you throughout the process of financial aid while you attend Ball State University.

Office: Lucina Hall Room 245

Phone: (765) 285-5600

<http://cms.bsu.edu/finaid/>

Free Application for Federal Student Aid- FAFSA

Your Free Application for Federal Student Aid, commonly referred to as the FAFSA, is the key to determining whether you are eligible for federal, state, institutional, and private financial aid such as grants, scholarships, work-study, and loans.

Even if you think you may not qualify for federal aid, the information you provide on the FAFSA is often the basis for determining non-need based aid eligibility.

Link for FAFSA : www.fafsa.ed.gov

Paying your Tuition Bill/Office of the Bursar

The Office of Bursar and Loan Administration is responsible for the billing, collecting and depositing of all money owed to and/or collected by Ball State University. This office also determines residency status, setup and maintain Cardinal Cash accounts, and preparation of federal tax form 1098-T. Make sure to handle all matters with the Bursar's office to avoid HOLDS being place on your records so you will able to register for classes.

Office: Lucina Hall Room B31

Phone: (765) 285-1643

<http://cms.bsu.edu/About/Ad>