RESIDENTIAL CURRICULUM
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>Values</td>
<td>2</td>
</tr>
<tr>
<td>Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>DAWG Model</td>
<td>7</td>
</tr>
<tr>
<td>Intentional Interactions</td>
<td>11</td>
</tr>
<tr>
<td>Living Learning Communities</td>
<td>24</td>
</tr>
<tr>
<td>Bulletin Board Resources</td>
<td>26</td>
</tr>
<tr>
<td>Campus Partners</td>
<td>28</td>
</tr>
<tr>
<td>Student Resources</td>
<td>29</td>
</tr>
</tbody>
</table>
RESIDENTIAL CURRICULUM

Vision Statement

To create a living, learning, leading experience where students are transformed into ethical and global citizens.

Mission Statement

To provide an active living and learning experience that creates distinguished leaders. The Residential Curriculum fosters self-awareness, community engagement, ethics, and academic excellence.
VALUES

Integrity
Holisitic Development
Leadership
Community Appreciation
Residents will be able to:

1. Practice appropriate study skills and ethical behaviors.
2. Locate academic resources on campus.
3. Recognize the reasoning behind the Department of Housing and Residence Life’s policies.
HOLISTIC OUTCOMES

Residents will be able to:

1. Demonstrate effective problem solving skills.
2. Locate non-academic resources on campus.
3. Develop a stronger sense of and respect for others.
4. Identify their rights as students.
5. Demonstrate awareness of safety procedures in the residence halls.
Residents will be able to:

1. Recognize ways to get involved on campus.
2. Develop appropriate leadership skills.
3. Enact positive change on campus.
COMMUNITY APPRECIATION OUTCOMES

Residents will be able to:

1. Identify residence hall’s expectations, rules, and policies.
2. Advocate for adherence to housing policies.
3. Identify the purpose of housing forms.
4. Demonstrate a sense of school spirit.
Residents will be able to:

- PROGRAMMING COMPONENT
- D.A.W.G.
- Diversity and Inclusion
- Academics
- Wellness
- Gaining Life Skills
Diversity and inclusion

- Interact with, include, & respect different experiences
- Relating to & empathizing with others
- Understand importance of serving ones’ community
- Accountability for how our actions influence the community environment

Academics

- Exercise proper study habits
- Utilize resources provided by Mitchell Memorial Library (research databases, think tanks rooms, & computer labs)
- Interact with faculty members & academic resources within the residence hall
HALL PROGRAMMING
DESCRIPTION

W  Wellness
- Educate residents on the importance of emotional & mental wellness
- Awareness of potential support groups (Student Counseling Services and community agencies)
- Promote a healthy lifestyle
- Provide an open environment for an expression of spiritual wellness

G  Gaining Life Skills
- Engage residents in effective financial behaviors
- Career development
- Develop skills to assist in future success
- Learning to live independently & take responsibility for one’s own actions & outcomes
- Two active hall-wide programs each semester.

- Hall-wide programs only count if all RAs in the building participate in the program.

- One passive program per month (i.e. interactive or educational bulletin board.)

- The hall programming model must be used for all programming (hall-wide, floor, and passive) each semester.

- Spontaneous programming should occur throughout the entire academic year. It is important for floor community, but spontaneous programming does not count toward the hall programming requirement.

- Door decorations are expected to be completed at the beginning of each semester, which equals two a year.
INTERACTION MODEL

WHAT DO I DO THIS YEAR?

FOUR INTENTIONAL INTERACTIONS PER YEAR

TWO HALL-WIDE PROGRAMS PER SEMESTER

INTERACTION DEADLINES

Between 5-8 interactions done per week

Interaction #1
Due at the end of the 1st 6 weeks

Interaction #2
Due before Spring Class Registration Begins

Interaction #3
Due before midterm

Interaction #4
Due the week after Spring Break

HALL-WIDE PROGRAMMING

Must include ONE or more theme(s) per hall-wide program. All four must be completed by the end of the year.

D. Diversity and Inclusion
A. Academics
W. Wellness
G. Gaining Life Skills

More information regarding each interaction can be found in your flip book.
INTENTIONAL INTERACTIONS

DO’S AND DON'TS

**DO’S**

Write two to three descriptive sentences about each student interaction.

Create meaningful interactions with residents. Get to know residents on a personal level.

Ask your residents questions. Getting to know them on a personal level and developing a relationship with them will make interactions easier and more meaningful.

Follow the question guidelines listed in the RA Manual and Upper Classmen Guide.

Follow up with residents if they express stresses or anxieties.

Make time to do your Intentional Interactions. Do not rush these interactions or do them last minute. Work with your RD to budget these interactions into your semester schedule.

Use these interactions to get ideas about programming ideas or floor community ideas.

Use these conversations to inform residents about any policy changes or to connect them with any resources they may need.

Reassure your residents that any information that is discussed stays between you two and your RD. The only exception to this is in the event of Title IX cases, suicidal ideations, and if direct harm is placed on the resident or others.

**DON'TS**

Be vague or undescriptive when writing responses about interactions.

Treat these interactions like you HAVE to do them. Don’t appear standoffish or act as though these interactions are a burden to your residents.

Ask questions as if they are on a check list.

Tell your residents that you are being forced to do this for your job.

Blow off your residents. If you have a resident who is stressed or anxious, it is always best to follow up with them.

Do your interactions last minute. This causes them to be unintentional.

Ignore your resident’s thoughts or opinions into consideration. If they express a want or change in their community or on their floor, follow up with this.

Keep updated policies or information from your residents. By not informing them of this information you are not acting in the best interest of your students and advocating for them.

Tell your residents personal business to your fellow RAs or unnecessary persons.
In Residence Life, we understand that the first six weeks of your first semester of college are critical to student success. This outline is designed to assist the RAs with planning for this momentous occasion - their residents starting college! The purpose of Operation Bulldog is to get the residents involved and plugged in at Mississippi State University, so they can call MSU their home. The breakdown below shows the requirements for each week. RAs must host/bring residents to one program per week. Please use the list of resources as Operation Bulldog programming ideas. Operation Bulldog is a separate entity from the DAWG Programming Model. The DAWG Programming Model will not begin until October.

WEEK 1- Take residents to an outside program (Dawg Daze event)
WEEK 2- Take residents to an outside program (Dawg Daze event)
WEEK 3- Host one floor program
WEEK 4- Host one floor program
WEEK 5- Host one area/hall-wide program
WEEK 6- Host one area/hall-wide program
RESIDENTIAL CURRICULUM

INTENTIONAL INTERACTIONS

PROGRAMMING

- Hall-wide Programming
- Core Programs

MEANINGFUL DIALOGUES

- RA Interactions
- Pathfinders/Navigators

ASSESSMENT

POST PROGRAM FORMS

- Quality
- Attendance
- Learning Outcomes
- Improvements

STAFF EVALUATIONS

- Residents
- Resident Advisor
- Resident Director
- Area Coordinator

Our Residential Curriculum is based on two theories. The theories are Alexander Astin’s Input, Environment, and Outcomes Model or I-E-O Model and Daniel Goleman’s Emotional Intelligence Model.
RESIDENTIAL CURRICULUM THEORIES

Astin’s I-E-O Model
Astin’s Theory of Student Involvement

Goleman’s Model
Goleman’s Emotional Intelligence Theory

EMOTIONAL INTELLIGENCE
- Self-Awareness
- Self-Regulation/Management
- Motivation/Passion
- Social Skills
- Empathy
OVERVIEW

Have a 15-20 minute conversation with the resident. These questions should serve as a guide to your conversation. The goal of this conversation is to get to know your resident better and to identify any areas in which you can help the student and refer them to the appropriate resources.

CONVERSATION STARTERS

- How are you?
- What’s your name?
- Where are you from?

ACADEMIC

- Have you decided on a major?
- What classes are you taking?
- How do you feel about those classes?
- Are there any red flags in this area?
- Do you know about Supplemental Instruction? (SI is a free academic program designed to help students succeed in historically difficult courses. Clay Armstrong is the contact in the Learning Center)

SOCIAL

- Do you know anyone else at State?
- Did you know your roommate before moving in?
- How have things been going since you moved in?
- Have you made any friends at State so far?
- What can I do to support you socially?
- Are there any red flags in this area?

IN VolvEmE

- Did you accomplish everything you wanted to this year?
- Are you doing anything different this semester to be happier & healthier?
- How do you want to conclude this year?
- What goals do you have for next year?
- Are there any red flags in this area?

PROGRAMMING

- What is something that you would like to learn about this year?
- Do you have any ideas for an activity the floor could do together?
## Overview

Have a 15-20 minute conversation with the resident. These questions should serve as a guide to your conversation. The goal of this conversation is to get to know your resident better and to identify any areas in which you can help the student and refer them to the appropriate resources.

### Conversation Starters

- How are you?
- What’s your name?
- Where are you from?

### Academic

- How are your classes going?
- What do your study habits look like?
- Are you still interested in your major?
- What is your academic workload?
- What can I do to help support you academically?
- Have you used Supplemental Instruction?
- Are there any red flags in this area?

### Social

- How are things going with your roommate?
- Do you feel connected to someone for reliability & conversation?
- Have you made friends within the halls?
- Is there anything I can do to assist you?
- What can I do to support you socially?
- Are there any red flags in this area?

### Involvement

- What are your thoughts & feelings about MSU at this point?
- Have you gotten involved?
- What has been the biggest adjustment for you so far?
- What is your daily routine?
- Are there red flags in this area?

### Programming

- What would you like to see the entire floor/wing do together?
- What do you like about the door decorations, hall decorations & bulletin boards?
- What has been your favorite & least favorite program so far?
- Have you learned from any programs and bulletin boards?
OVERVIEW

Have a 15-20 minute conversation with the resident. These questions should serve as a guide to your conversation. The goal of this conversation is to get to know your resident better and to identify any areas in which you can help the student and refer them to the appropriate resources.

CONVERSATION STARTERS

- How are you?
- How was your weekend/week?

ACADEMIC

- Do you have any concerns or questions about finals or your classes?
- What are some of your biggest successes this academic year?
- Have you thought about ways to get involved with your major?
- Why did you decide on your current major?
- What can I do to help support you academically?
- Have you used Supplemental Instruction?
- Are there any red flags in this area?

SOCIAL

- Do you have any plans for the summer?
- How would you describe the social adjustment you experienced?
- Did you make any friends that you want to keep in contact with over the summer? Is there anything I can help you with?
- What can I do to support you socially?
- Are there any red flags in this area?

INVolVEMENT

- Did you accomplish everything you wanted to this year?
- Are you doing anything different this semester to be happier & healthier?
- How do you want to conclude this year?
- What goals do you have for next year?
- Are there red flags in this area?

PROGRAMMING

- What was your favorite thing that the floor did together?
- Did you have a favorite door decoration, hall decoration, or bulletin board?
- What programs did you like?
- What is something you learned from a program or bulletin board this year?
- What has been your favorite and least favorite program so far?
- Are there red flags in this area?
# FRESHMEN DAWG DIALOGUES

## OVERVIEW

Have a 15-20 minute conversation with the resident. These questions should serve as a guide to your conversation. The goal of this conversation is to get to know your resident better and to identify any areas in which you can help the student and refer them to the appropriate resources.

## CONVERSATION STARTERS

**INVOLVEMENT**

- How are you?
- How has your semester been going?
- How was your weekend/week?

**ACADEMIC**

- Do you have any concerns or questions about finals or your classes?
- What are some of your biggest success from this academic year?
- Have you thought about ways to get involved with your major?
- Are you happy with the major you’ve chosen?
- What can I do to help support you academically?
- Have you used Supplemental Instruction?

**SOCIAL**

- Did you make any friends that you want to keep in contact with over the summer?
- How would you describe the social adjustment you experienced?
- Is there anything I can help you with?
- Do you have any plans for the summer?
- What can I do to support you socially?

**IN VolVEMENT**

- Did you accomplish everything you wanted to this year?
- Are you doing anything different this semester to be happier & healthier?
- How do you want to conclude this year?
- What goals do you have for next year?

**PROGRAMMING**

- What was your favorite thing that the floor did together?
- Did you have a favorite door decoration, hall decoration, or bulletin board?
- What programs did you like?
- What is something you learned from a program or bulletin board this year?

- Are there any red flags in this area?
- Are there any red flags in this area?
- Are there red flags in this area?
UPPER-DIVISION
STUDENT
DAWG DIALOGUES
<table>
<thead>
<tr>
<th>1ST INTERACTION</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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<tbody>
<tr>
<td><strong>GENERAL</strong></td>
<td>How are you?</td>
<td>How are you?</td>
<td>How are you?</td>
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<tr>
<td></td>
<td>Where are you from?</td>
<td>Where are you from?</td>
<td>Where are you from?</td>
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<tr>
<td></td>
<td>What is your name/what would you like to be called?</td>
<td>What is your name/what would you like to be called?</td>
<td>What is your name/what would you like to be called?</td>
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<tr>
<td><strong>ACADEMIC</strong></td>
<td>Have you declared a major?</td>
<td>What is your major?</td>
<td>What is your major?</td>
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<td></td>
<td>Do you have a concentration in your major?</td>
<td>Do you have a concentration in your major?</td>
<td>Do you have a concentration in your major?</td>
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<tr>
<td></td>
<td>What classes are you taking?</td>
<td>What classes are you taking?</td>
<td>What classes are you taking?</td>
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<tr>
<td></td>
<td>How do you feel about this course load?</td>
<td>How do you feel about this course load?</td>
<td>How do you feel about this course load?</td>
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<td>If you haven’t declared, do you know about the resources offered to you?</td>
<td>Have you done any internships or practicums?</td>
<td>Have you done any internships or practicums?</td>
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<tr>
<td><strong>SOCIAL</strong></td>
<td>Did you know your roommate/suite mates before moving in?</td>
<td>Did you know your roommate/suite mates before moving in?</td>
<td>Did you know your roommate/suite mates before moving in?</td>
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<td>Have you lived in this residence hall before?</td>
<td>Have you lived in this residence hall before?</td>
<td>Have you lived in this residence hall before?</td>
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<td>Are you still in contact with your friends from last year?</td>
<td>Are you still in contact with your friends from last year?</td>
<td>Are you still in contact with your friends from last year?</td>
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<td>What are you expecting from this community? This floor? This building?</td>
<td>What are you expecting from this community? This floor? This building?</td>
<td>What are you expecting from this community? This floor? This building?</td>
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<td><strong>INVolVEMENT</strong></td>
<td>Have you gotten involved on campus?</td>
<td>Have you gotten involved on campus?</td>
<td>Have you gotten involved on campus?</td>
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<td>Have you gotten involved with any organizations or clubs in your major?</td>
<td>If so, what are you involved in?</td>
<td>If so, what are you involved in?</td>
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<td>If you haven’t gotten involved, what are you interested in?</td>
<td>Do you hold any officer positions in this organization?</td>
<td>Do you hold any officer positions in this organization?</td>
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<td>If you haven’t gotten involved, what are you interested in?</td>
<td>Have you gotten involved within your major?</td>
<td>Have you gotten involved within your major?</td>
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<td><strong>PROGRAMMING</strong></td>
<td>What is something that you would like to learn about this year?</td>
<td>What is something that you would like to learn about this year?</td>
<td>What is something that you would like to learn about this year?</td>
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<td>Do you have any ideas for an activity the floor could do together?</td>
<td>Do you have any ideas for an activity the floor could do together?</td>
<td>Do you have any ideas for an activity the floor could do together?</td>
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<td>2nd INTERACTION</td>
<td>SOPHOMORE</td>
<td>JUNIOR</td>
<td>SENIOR</td>
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</tbody>
</table>
| **GENERAL**     | - How was your break?  
                  - Did you get to spend time with your family/friends? | - How was your break?  
                  - Did you get to spend time with your family/friends? | - How was your break?  
                  - Did you get to spend time with your family/friends? |
| **ACADEMIC**    | - How are your classes going?  
                  - How has the semester gone so far?  
                  - Do you know what class you’re taking next semester?  
                  - How do you think those will go?  
                  - Are/have your looked into any internships or co-ops? | - How are your classes going?  
                  - How has the semester gone so far?  
                  - Do you know what class you’re taking next semester?  
                  - How do you think those will go?  
                  - Are/have your looked into any internships or co-ops? | - How are your classes going?  
                  - How has the semester gone so far?  
                  - Do you know what class you’re taking next semester?  
                  - How do you think those will go?  
                  - Are/have your looked into any internships or co-ops? |
| **SOCIAL**      | - How are your roommate/suitemates getting along?  
                  - How are you getting along with the floor/building community?  
                  - How are you getting along with the people in your major?  
                  - Is there anything you would change about the floor or community?  
                  - How has your transition been so far?  
                  - How is your work/school/social balance going? | - How are your roommate/suitemates getting along?  
                  - How are you getting along with the floor/building community?  
                  - How are you getting along with the people in your major?  
                  - Is there anything you would change about the floor or community?  
                  - How has your transition been so far?  
                  - How is your work/school/social balance going? | - How are your roommate/suitemates getting along?  
                  - How are you getting along with the floor/building community?  
                  - How are you getting along with the people in your major?  
                  - Is there anything you would change about the floor or community?  
                  - How has your transition been so far?  
                  - How is your work/school/social balance going? |
| **INVOLVEMENT** | - Have you gotten involved on campus?  
                  - Have you gotten involved with any organizations or clubs in your major?  
                  - If you haven’t gotten involved, what are you interested in? | - How is your organization going?  
                  - What has your organization been up to this semester?  
                  - How is your officer position going/are you planning to run for an officer position?  
                  - Have you gotten involved within your major? | - How is your organization going?  
                  - What has your organization been up to this semester?  
                  - How is your officer position going/are you planning to run for an officer position?  
                  - Have you gotten involved within your major? |
| **PROGRAMMING** | - What do you like about the door decorations, hall decorations and bulletin boards?  
                  - What has been your favorite or least favorite program?  
                  - What have you learned from these? | - What do you like about the door decorations, hall decorations and bulletin boards?  
                  - What has been your favorite or least favorite program?  
                  - What have you learned from these? | - What do you like about the door decorations, hall decorations and bulletin boards?  
                  - What has been your favorite or least favorite program?  
                  - What have you learned from these? |
<table>
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<th>3rd INTERACTION</th>
<th>SOPHOMORE</th>
<th>JUNIOR</th>
<th>SENIOR</th>
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</table>
| **GENERAL**    | • How was your break?  
• Did you get to spend time with your family/friends?  
• Are you ready for the new semester? | • How was your break?  
• Did you get to spend time with your family/friends?  
• Are you ready for the new semester? | • How was your break?  
• Did you get to spend time with your family/friends?  
• Are you ready for the new semester? | • How was your break?  
• Did you get to spend time with your family/friends?  
• Are you ready for the new semester?  
• How do you feel about graduation coming up? |
| **ACADEMIC**   | • How are your classes going?  
• How do you think the semester will go?  
• Have you looked into doing any internships or co-ops over the summer? | • How are your classes going?  
• How has the semester gone so far?  
• How do you think those will go?  
• Are/have you looked into any internships or co-ops over the summer? | • How are your classes going?  
• How has the semester gone so far?  
• How do you think those will go?  
• Are/have you looked into any internships or co-ops over the summer? | • How are your classes going?  
• How has the semester gone so far?  
• How do you think those will go?  
• Are/have you looked into any internships or co-ops over the summer? |
| **SOCIAL**     | • How are your roommate/suitemates getting along?  
• How are you getting along with the floor/building community?  
• How are you getting along with the people in your major?  
• Is there anything you would change about the floor or community?  
• How do you feel about this semester in general?  
• How is your work/school/social balance going? | • How are your roommate/suitemates getting along?  
• How are you getting along with the floor/building community?  
• How are you getting along with the people in your major?  
• Is there anything you would change about the floor or community?  
• How do you feel about this semester in general?  
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• How are you getting along with the floor/building community?  
• How are you getting along with the people in your major?  
• Is there anything you would change about the floor or community?  
• How do you feel about this semester in general?  
• How is your work/school/social balance going?  
• How do you feel about the end of the year wrapping up? |
| **INVOLVEMENT** | • Have you gotten involved on campus?  
• Have you gotten involved with any organizations or clubs in your major?  
• If you haven’t gotten involved, what are you interested in? | • How is your organization going?  
• What has your organization been up to this semester?  
• How is your officer position going/are you planning to run for an officer position?  
• Have you gotten involved within your major? | • How is your organization going?  
• What has your organization been up to this semester?  
• How is your officer position going/are you planning to run for an officer position?  
• Have you gotten involved within your major? | • How is your organization going?  
• What has your organization been up to this semester?  
• How is your officer position going/are you planning to run for an officer position?  
• Have you gotten involved within your major?  
• How do you feel about the end of the year wrapping up? |
LIVING LEARNING COMMUNITIES

- Themed Communities
  - Common Interest Living
    - Major
    - Sustainability
    - Hobbies
- Learning Communities
  - Different Living Arrangements
    - Similar Classes
    - Shared Meetings, Organizations, & Programs
- Living Learning Communities
  - Combined Theme Living & Learning
  - Community Components

Bagley School of Engineering:
- Critz Hall and Hurst Hall

Professional Golf Management
- Magnolia Hall

College of Forest Resources
- Cresswell Hall

True Global
- Hull Hall

College of Architecture, Art, and Design
- Deavenport Hall, Dogwood Hall, Hull Hall
High Impact Practices (the benefits):

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Internships
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Capstone Courses and Projects
- Peer Leadership

High Impact Practices References:

Monthly Bulletin Board Contest

Why: The goal and purpose of a monthly bulletin board contest is to provide Resident Advisors the opportunity to engage in competitions throughout the year as well as have opportunities to do theme-based bulletin boards to educate and engage residents.

Contest Rules:

1. This contest is NOT mandatory for ALL months. These are options for the RA’s to do and give them an opportunity to participate.
2. The bulletin boards that will be mandatory are Closing Bulletin Boards in December and May.
3. All bulletin board submissions would be turned into the RALI Chair no later than the departmental due date, which is the first Sunday of the month by 11:59pm.
4. Submissions must be photographed with a program proposal attached to the submission. This will explain the purpose of the board, what students are expected to learn, and how this board is impactful to the residents.
5. Bulletin board submissions will be judged by a selected group from the Department of Housing and Residence Life. Names and pronouns will be redacted from the submissions to make the process as unbiased as possible.
6. The Bulletin Board Judges will vote on based on some criteria set by the committee and submit the winning hall to be announced by the committee no later than the last Friday of each month.
7. Winners of each month will be showcased and acknowledged at the end of the year Housing and Residence Life banquet.
BULLETIN BOARD CONTEST

- January:
  - Human Trafficking/Slavery Awareness Month
  - Stalking Awareness Month
  - New Year/New You
- February:
  - Black History Month
  - American Heart Month
  - Teen Dating Violence
- March:
  - National Disabilities Month
  - National Nutrition Month
  - Women’s History Month
- April:
  - Autism Awareness Month
  - Financial Literacy Month
  - Sexual Assault Awareness Month
- May:
  - ALS Awareness Month
  - Mental Health Awareness Month
  - Asian Pacific American OR Haitian OR Jewish American Heritage Month
  - Closing Bulletin Boards
- August:
  - Opening Board
  - Welcome to the hall
  - Welcome to State
- September:
  - National Hispanic Heritage Month
  - Tips and Tricks for school success
  - National Preparedness Month
- October:
  - Breast Cancer Awareness Month
  - LGBT Month
  - National Cyber Bullying Prevention Month
  - National Domestic Violence Awareness Month
- November:
  - National Diabetes Awareness Month
  - Native American Indian/Alaska Native Heritage Month
  - National Diabetes Awareness Month
- December:
  - Religious Holiday Awareness
    - Christmas
    - Hanukkah
    - Kwanzaa
CAMPUS PARTNERSHIPS

- Holmes Cultural Diversity Center (Diversity/Inclusion Programming & Safe Zone Training)
- Center for Teaching and Learning (Maroon Edition)
- Center for Student Success (Navigators/Pathfinders & Tutoring)
- Center for Leadership and Student Engagement (Leadership Conference)
- Center for Student Activities (DAWG DAZE Events)
- Center for America’s Veterans (Green Zone Training)
- Maroon Volunteer Center (Community Service/Learning)
- Department of Student Financial Aid (Financial Literacy)
- Department of Health Promotion and Wellness (Safe Spring Break & MSU On The Move)
- Student Counseling Services (QPR Training)
- University Recreation (Intramurals)
- University Police Department (Adopt-A-Cop)
- Office of Fraternity and Sorority Life (Living-Learning Community)
- Dean of Students Office (Student Conduct)
- Parent Services Office (Spirit Packs)
- Student Support Services (Accommodations)
- MSU Dining Services (Food)
- Colvard Student Union (Room Space)
- Office of Compliance and Integrity (Title IX Education)
The Learning Center – (Second Floor of Allen Hall, 662-325-2957)  
www.tlc.msstate.edu  
- Tutoring  
- Learning skills courses  
- Workshops

The Writing Center – 94 President's Circle, Mitchell Memorial Library, Templeton Center, and Online, 662-329-1045  
www.writingcenter.msstate.edu  
- Work with students on assignments, resumes, scholarship resumes, etc.

Health Promotion and Wellness – (115C Hathorn Hall, For Counseling 662-325-2091 & 662-325-7539 for Health Center)  
www.health.msstate.edu  
- Nutritionist on staff  
- Counseling services (individual sessions and support groups)  
- See a doctor at the Longest Student Health Center and Pharmacy  
- Safe line (24/7) 662-325-3333. Sexual assault or other sexual misconduct

Student Support Services – (01 Montgomery Hall, 662-325-3335) www.sss.msstate.edu  
- TRIO – First generation, low-income  
  - Tutoring  
  - Counseling  
  - Guidance  
  - Study skills  
  - Academic monitoring  
- Disability support Services

Police - (Next to the Bulter Guest House, 662-325-2121) http://www.police.msstate.edu/services/  
- Campus Escorts (Bully Patrol)  
- Electrical Engravers Loan Program to mark your valuable personal property  
- Jump start car or locked keys inside  
- Track stolen computers, electronics on the MSU network

Dean of Students – (Allen 6th Floor, 662-325-9505) http://www.students.msstate.edu  
- Student support – student advocacy, referrals, questions

Student Financial Aid - (Garner Hall, 662-325-2450) http://www.sfa.msstate.edu  
- Budgeting, Savings, Spending help in person or on www.bulldogbudgets.msstate.edu  
- Help with FAFSA  
- College work-study

Scholarships – http://www.admissions.msstate.edu/freshmen/money-matters/scholarships/scholarship-details/  
- 662-325-2224, e-mail: admit@msstate.edu
Holmes Cultural Diversity Center - (2nd Floor of Colvard Student Union, 662-325-2033)  
http://www.union.msstate.edu/hcdc  
- Resources for minority and international students

Center for America’s Veterans – (Nusz Hall, 662-325-4757)  
http://www.veterans.msstate.edu  
- Resources for student veterans and service members  
- Services for the dependents and survivors of veterans or service members

Center for Student Success - (126 Magruder Street, 662-325-3181)  
http://www.studentsuccess.msstate.edu/contact/  
- Freshman success strategies course  
- Freshmen Year Navigators (www.freshman.msstate.edu & choose “Who’s my Navigator?” option on the far right side of the screen)  
- One on one meetings for struggling students

Career Center - (300 Montgomery Hall, 662-325-3344) http://www.career.msstate.edu  
- Career development  
- Co-op  
- University jobs  
- Resume writing  
- Career assessment  
- Job fairs

MSU Libraries - (Across from Longest Student Health Center, 662-325-7668)  
http://lib.msstate.edu  
- Find Book and Journal Resources  
- Citation Assistance  
- Study Rooms

Undergraduate Academic Advising Center – (25 Morgan Avenue, 662-325-4052) http://www.uaac.msstate.edu  
- Major Exploration  
- Calculate Your GPA

Department of Recreational Sports - (Sanderson Center, Across from Deavenport Hall, 662-325-7529)  
http://www.recsports.msstate.edu  
- Fitness and Group Exercise  
- Intramural Sports

Student Leadership and Community Engagement - (C306 Moseley Hall, 662-325-0244)  
http://slce.msstate.edu  
- Maroon Volunteer Center