



First-Year Seminar Planning: Engaging Campus Resources & Partners

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Agenda

- GGC 1000 First-Year Seminar Course Description & Learning Outcomes
- Planning Opportunities at GGC
 - Campus Partners
 - Learning Communities
 - Grizzly CHAMPS
- Identifying campus allies and opportunities
- Share-in

Course Description

GGC 1000 – First-Year Seminar (1 credit)

A course designed to promote first-year students' success by providing the knowledge and practical skills necessary to reach their educational and personal objectives. GGC 1000 supports first-year students in developing academic goals, fostering a greater sense of personal responsibility, engaging in intentional learning, and participating in campus culture.

For students with under 30 credits, GGC 1000 may count for 1 credit in the “Additional Requirements” section of program plans.

Student Learning Outcomes

Upon successful completion of GGC 1000, students will be able to:

- **Demonstrate** awareness of campus resources that address various academic, psychological, and social needs.
- **Describe** expectations of their degree programs and develop a realistic plan for achieving academic success.
- **Examine** challenges to achieving their goals and develop a plan to navigate individual circumstances.
- **Identify** relevant and reputable sources of information for academic and personal success.

Planning Opportunities

- Campus Partners
- Learning Communities
- Grizzly CHAMPs



Campus Partners (frequent collaborators)



- Counseling and Psychological Services (CAPS)
- Career Development and Advising Center (CDAC)
- Financial Aid (FA)
- Kaufman Library
- Mentoring and Advising Center (MAC)
- Study Abroad (OI)
- Wellness and Recreation
- Office of Diversity and Equity Compliance
- Office of Student Involvement

Class visit requests sent to FYS coordinator, who works with partners to solidify schedule. Instructors arrange specifics with representatives after visit dates are confirmed.

Some examples...Career Module

- Students take the Focus 2 Career Assessment.
- CDAC representative debriefs the Focus 2 results with group during class visit and shares information about career development services.
- Students complete Career Research Assignment, using *Occupational Outlook Handbook* and other sources.
- Students are encouraged to follow up with CDAC staff.

Some examples...Wellness Module

- Students complete campus resource scavenger hunt, including visits to Counseling and Psychological Services office and Wellness and Recreation Center.
- Counselor from CAPS visits class and engages students in conversation about stress management and suicide prevention.
- Students write short reflection essays on what they found interesting and useful, towards future cultivation of self-care.
- CAPS and other Student Affairs offices hold related events and activities, which are advertised in FYS classes.

Learning Communities

- GGC 1000 sections embedded in LCs as “anchor course”
- Integrated assignments and experiences
- Co-curricular activities
- Customization

GGC's Center for Teaching Excellence facilitates training and support opportunities for faculty and staff in LCs.



Grizzly CHAMPs

(Community Heroes Academic Mentoring Program)



- CHAMPs mentors are community members who partner with GGC by volunteering to share their time, talents, and experience mentoring GGC students
- Possible engagement opportunities: guest lectures, student success workshops, project support, mentoring sessions
- POC: Dr. Karen Jackson, kjackson5@ggc.edu

Resources

- GGC 1000 Instructional Community D2L site
- NACADA Resource Clearinghouse:
<https://www.nacada.ksu.edu/Resources/Clearinghouse/Clearinghouse-Index.aspx>
- National Resource Center FYE resource pages:
<http://sc.edu/fye/resources/fyr/index.html> and
<http://sc.edu/fye/resources/fyl/freeresources.html>
- School of Transitional Studies Dean's office, W-1203
 - Main line: 678/407-5879
 - GGC 1000 Coordinator, Dr. Catherine Thomas: 678/407-5992, cthomas30@ggc.edu
- Each other!

Time for Reflection

Who are your potential allies on campus?

What existing opportunities and resources can you take advantage of in your FYS?



Questions and Discussion

Let's hear what you're doing on your campus!

