Instructor’s Manual
GSU 1010
First-Year Programs

Georgia State University
UNDERGRADUATE STUDIES

2013-2014
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Chapter One: Making Transitions

Key Concepts to emphasize with first-year students

That was then, this is now—It is imperative that students read more than once to gain a better understanding of the differences between college and high school. Students cannot be forced to believe that the bad habits they created in high school will not be of any use in college. This section emphasizes points that will assist emphasizing this point to students. A favorite tip is “Naturally Smart Students” because many freshmen have never had to study and consider themselves to be “naturally smart.” It is critical for them to understand that one can be smart and still require time to study and focus on the material that they have been taught during lecture. Students will not be able to rely on being naturally smart and get through this university successfully.

Technology Lifesaver—Knowing how student email works should be addressed immediately. Email communications from the university are very important because ALL official emails (updates, reminders, time-sensitive announcements, etc.) will be sent ONLY through the student email. If a student does not know how to use their student email, it could be very detrimental to their success at GSU. Sometimes, emails are sent prior to the first day of school. This Technology Lifesaver explains how students can have their Georgia State email to another email account that they check regularly.

Suggested in-class or homework activities

Technology Tip—Students need to be extremely mindful of the importance of reading and responding to their GSU email. Have students take time in class or as an out-of-class assignment, forward their GSU email to an account they regularly monitor.

End of chapter exercise – This activity asks the students to reflect on a high and low of their first week of college, as well as what they learned from these experiences.

Reflection questions—Students can benefit from taking time to consider how the week has been. Having the students write reflections can also assist them in developing their critical thinking and writing skills.

- How had you envisioned your ideal first week in college to be like?
- On a scale of 1-10 (1=worst and 10=best) rate your experience in college thus far. List why you gave the experience the rating. Write a one-page pager comparing your ideal first week to what actually happened. What can your peer mentor do to help make your experience better?
- List everything you were involved with in high school. Identify student organizations at Georgia State University that have similar goals.
- Change profile picture on Desire2Learn.

Best practices for engaging Peer Mentors

- Lead icebreakers
- Clarify questions about assignments, readings, and in-class lessons
- Attend welcome week activities with students
- Provide personal testimony related to transitioning to college
Chapter Two: Making Georgia State University Home

Key Concepts to emphasize with first-year students

*Technology life saver*—shows how to operate PAWS

*Resource guides*—show the specific function of various offices (educates students of various offices)

Suggested in-class or homework activities

- A brief overview of the function and location of each office
- Briefly list the main function of each office to the student
- No supplies (15 mins)
- Ask for student volunteers to share an experience when an office on campus has assisted them in resolving an issue
- No supplies (5-10 mins)

Suggested homework assignments

Complete the FLC Scavenger Hunt activity at the end of chapter 2

Suggested reading quiz

1. The digital aquarium allows rental of
   - a. swimming equipment
   - b. new technology
   - c. cameras
   - d. b & c
2. List the functions of the one stop shop.
3. What is the location of the Office of Undergraduate Studies?
4. Who does the Margaret A. Staton Office of Disability Services assist?
   - a. Students
   - b. Faculty
   - c. Staff
   - d. All of the above

Answer Key

1. d
2. Enrollment Services procedures and referrals to Financial aid, registrars, student account
3. Sparks Hall Room 224
4. d

Best Practices in utilizing your Peer Mentor

- Scavenger Hunt
- Lead or coordinate groups to go on the campus scavenger hunt (Walking Tour)
- Create competition within the scavenger hunt for the team that has the most correct answers or completes the activity the fastest.
- Discuss the importance of various offices on campus
- Discuss the offices they attend the most and why
- Create a timeline telling them which office they should attend, and why they should attend the office
- Have your mentor discuss the importance of parking and transportation services available through Auxiliary Services for commuter students
Chapter Three: Academic Advisement

Key Concepts to emphasize with first-year students

You Can Expect Your Advisor To—This section highlights what students can reasonably expect from your relationship with your Academic Advisor. Students are ultimately responsible for their own class schedules and academic progress; however, Academic Advisors provide valuable insight on Core and academic requirements, university policies and procedures, and educational opportunities.

Registering for classes: Registration Steps, Holds, and Placement Exams—Since students enrolled in FLCs did not have to research courses to register, they are likely unaware of how the process works. This section details the step-by-step process of registration. It is important to note that some first-year students will have an immunization or final transcript hold on their accounts going into their second semester. Students should resolve these holds as soon as possible so that they are not delayed in the registration process.

Suggested homework assignments

- Make an appointment with the University Advisement Center by the semester’s midpoint
- Complete homework at the end of the chapter prior to the Advisor attending the class
- Have students print out their academic evaluation and bring to class the day the advisor comes

Suggested in-class activities

Have students create a forecast of their class schedules through the end of their Sophomore Year (<60 credits) using their degree progress reports.

Suggested reading quiz

1. Provide students with fictitious grades and credit hours. Have students calculate the GPA for the given information.
2. Where is the University Advisement Center? (A) 13th and 14th floor of 25 Park Place
3. Explain the difference between the Hope GPA and School GPA? (A) Hope GPA does not use the plus or minus scale
4. How many hours do you need to graduate? (A) Depends on what program you are in, but the minimum is 120 credit hours.
5. All classes count towards graduation? (A) False. It is important to check program requirements to know if the class will count in required classes.
6. How many hours does HOPE pay for? (A) 127
7. The best way to see an advisor is to meet them in the café. (A) False. Schedule an appointment with him or her through the University Advisement Center.
8. The Advisement Center will make your schedule? (A) False
9. Everyone has the same advisor? (A) False. Advisors are assigned based on the student’s major
Best Practices in utilizing your Peer Mentor

- Have peer mentor explain exactly how the advisement center works; have them also tell about times that they have helped
- Have peer mentor also show student how to access the student evaluation from PAWS
- Show the students how to access their academic evaluation
- Show students how to find the catalog with course description and honors status
Chapter Four: Time Management Chapter

Key Concepts to emphasize with first-year students

Time Management Tips—This small but powerful section emphasizes the importance of planning and setting priorities. Properly identifying and making time for your priorities are skills that will help make you successful at Georgia State University and in life.

Your Weekly Schedule—Your weekly schedule may change throughout the year and month; however, there will most likely be a few staple activities that will provide routine to your schedule.

Suggested in-class activities

Taking Charge—This section closes the chapter by emphasizing the importance of setting priorities, being organized, and being responsible for how you choose to spend your time.

Exercise—Design a weekly schedule, including times and priorities in the schedule. Use the template provided to record your weekly schedule. Where applicable, factor in meals, transitions, and sleep. (textbook, 10 mins)

Suggested homework assignments

Complete weekly schedule at the end of the chapter for an ideal week and an actual week. Write a short reflection explaining the differences between the two schedules.

Suggested reading quiz

1. Why is balancing your priorities important?
2. What are two factors that contribute to how you manage your time?
3. What is your personal definition of time management influenced by?
4. What document provides an outline of your course assignments, due dates, and class policies?
5. What is a priority list?
6. What five time management strategies are described in the chapter?
7. What qualities are needed to manage your time effectively?

Answer Key

1. Provides a structure for making timely decisions
2. Developmental experiences, understanding of university time, and/or implementation of general time management principles
3. Cultural and family background
4. Course Syllabus
5. A list of things you need to do and/or things you would like to do
6. 1-Find the best strategy, 2-Identify your needs, 3-Establish Priorities, 4-Stay Flexible, and 5-Balance your life
7. Commitment and discipline

Best Practices in utilizing your Peer Mentor

- Citing examples, have Peer Mentors discuss the importance of time management as a college student
- Have Peer Mentor share his or her own challenges to managing time responsibly
- Have Peer Mentor assist students in creating their schedules
Chapter Five: Setting Goals

Key Concepts to emphasize with first-year students

Goal setting—Assist first-year students understand step by step process of making goals

Goal type—Assist students understand the difference between short, mid and long-term goals, and the importance of each type.

Suggested in-class activities

Use SMART Goals
http://www.projectsmart.co.uk/pdf/smart-goals.pdf
 o Have students map out a goal on the board of the classroom
 o Have an outgoing student come to front of the classroom
 o Give the student a marker to take notes for the discussion
 o Have the student draw a map of their current location and their final career goal expectation
 o Have your students discuss the opportunities and challenges of this student’s drawing
 o Dry erase board or posters, markers and rubric (20 mins)

Suggested homework assignments

Have students decide a field of their interest
Assign students to each make a 6-slide PowerPoint presentation. Each presentation should include
 o Entry level requirements/qualifications
 o Saturation of the field
 o Present pay grade of the field
 o Aside from money, two reasons for choosing this field
 o Identify specific activities they can participate in during college to get them to their desired career

Suggested reading quiz

1. What are the 5 steps to goal setting?
2. Differentiate between objectives and outcomes?
3. What is a short-term goal?
4. What is an intermediate goal?
5. What is a long-term goal?
6. How long do you plan on being in college? List specific steps you’ve taken to graduate within that time.
7. Create a map of your goals and your final career path.

Answer Key

1. Specific, Measurable, Achievable, Realistic, Timely
2. Objectives are specific, defined, and measurable. Outcomes are desired results of goal completion
3. Short term – can be created and accomplished in less than 3 months
4. Intermediate goals – may take a whole year or semester to accomplish
5. Long term goals – may take years to accomplish and require extensive planning
6. Subjective
7. Students must complete this task

**Best Practices in utilizing your Peer Mentor**

- Have your peer mentor discuss his goals and major with the class
- Have him or her expand upon his or her progression, and ask him or her to emphasize how (s)he stays on a path to accomplish his or her goals
- Have your mentor express the importance of goal setting.
- Have the Peer Mentor explain the different type of goals for example (short term or long term)
Chapter Six: Setting Up for Success

Key Concepts to emphasize with first-year students

Academic Skills—How to study, how to take notes, how to read textbook, and how to prepare for a test

Suggested in-class activities

Student Panel
- A Peer Mentor and no more than four other successful students answer questions about effective study habits.
- Peer Mentor (25 mins)

VARK
- Have students complete the VARK at http://www.vark-learn.com/
- Access to a computer lab for classroom
- 20 minutes

Suggested homework assignments

Academic Success Workshops are offered by the Office of Undergraduate Studies to assist students develop academic success skills. Attendance at any of these workshops will satisfy the requirement to complete the academic skills criteria for the GSU 1010 course. The topics available are: Time Management, Study Skills, How to Read a Textbook, Note taking, Writing a Winning Essay (Scholarships), and Memory & Cognition. The workshop schedule can be found at the following link: http://success.students.gsu.edu/success-programs/student-success-workshops/

Exercises at the end of the chapter

Suggested reading quiz

1. What should you do before you take notes on your classes lecture?
2. What of the 3 type of learners do you least identify with.
3. What are the 3 major type of learners?
4. True or false: Visual learners read or recite information out aloud
5. True or false: Auditory learners usually like to sit in the front of the room
6. True or false: Kinesthetic learners usually rewrite notes
7. True or false: More than one all-nighter in a row is healthy
8. What are some strategies if you aren’t happy with your grade?
9. What type of learner are you? Identify two strategies you will use to improve your learning style.

Answer Key

1. Create a system to organize your notes
2. subjective
3. Auditory, Visual, and Kinesthetic
4. False
5. True
6. True
7. True
8. Review your exam, talk to your instructor, make friends in the class, join a study group, and get a tutor
9. Subjective

**Best Practices in utilizing your Peer Mentor**

- Have your mentor come to the front of class and discuss their study habits
- Have your mentor discuss the importance of studying in advance
- Have your mentor discuss their interpersonal skills with their professor and the importance of having good skills in different situations.
- Tell students about the Writing Studio, Math Assistance Complex, Supplemental Instruction, Academic Coaching, and how to reserve and print in the library.
Chapter Seven: Writing in College Chapter

Suggested in-class activities

Activity 1-Peer response groups
Divide your class into groups of three or four, no larger. Ask your students to bring to class enough copies of a rough draft of a paper for each person in their group. Give your students guidelines for critiquing the drafts. In any response task, the most important step is for the reader to note the part of the paper that is the strongest and describe to the writer why it worked so well. The following instructions can also be given to the reader:

- Identify the main point of the paper in a single sentence
- List the major subtopics
- Identify confusing sections of the paper
- Decide whether each section of the paper has enough detail, evidence, and information
- Indicate whether the paper's points follow one another in sequence
- Judge the appropriateness of the opening and concluding paragraphs
- Identify State
- Identify the strengths of the paper

Activity 2-Small group discussion around a writing task.
Have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of the words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class

Suggested homework assignments
Write an essay of choice. Then take it to be edited at the Writing Studio at least 3 times. Student should also get accustomed to going to the Writing Studio and utilizing other resources on campus. The student should have a total of 3 different papers when they have completed the 3 trips to the Writing Studio with marks or corrections on each paper. After this process is complete, the student should see the transformation their paper has gone through.

Suggested reading quiz
1. Where is the Writing Studio? (A) 9th floor GCB/Langdale Hall
2. The Writing Studio edits your papers for you? (A) False
3. No appointment is needed for the Writing Studio? (A) False
4. Copying and pasting work that does not belong to you and is improperly or not cited is considered ________________? (A) Plagiarism

Best Practices in utilizing your Peer Mentor
- Have peer mentor explain what the CTW classes are (Critical Thinking through Writing), share resources used to assist with proper citations, and communicate possible consequences of plagiarism.
Chapter Eight: Using the Library

Key Concepts to emphasize with first-year students

*Academic Honesty Policy*—Review and discuss the identified categories of academic dishonesty

*Using the library and Research*—As a research-intensive university, Georgia State University has high expectations for students’ writing and research abilities. The campus library is home to academic sources for research and study, physical space for individual and group study, reserved space for small class meetings or larger group study sessions, and media specialist who are equipped and prepared to assist students, faculty, and staff locate material for coursework and research. In addition to the services and purposes previously listed, the campus library also holds workshops on academic honesty policy, maximizing the electronic search for credible sources and material, and writing a thesis. The university library website has a live-chat feature that provides users with direct access to a librarian or media specialist with the click of a button during business hours.

**Suggested in-class activities**

Request a consultation with a librarian

Provide information about library resources (laptop checkout, book reserves, etc.)

- [http://library.gsu.edu/599.html](http://library.gsu.edu/599.html)
- Textbook (15 mins)

**Suggested homework assignments**

Have students find peer reviewed article, book, website, and newspaper article related to topic related to major and have them write their impressions as to the differences

Exercise at end of chapter

**Suggested reading quiz**

1. Georgia state library has 3 sections east, north, and south. True or false?
2. What is the definition of plagiarism?
3. What is mind mapping?
4. Research is just like ______?
5. What is the amount of money that will block your library privileges?
6. True or false: You should save all your work on your library computers?
7. What is the name of the restaurant in the library?
8. What is the name of the library program that allows you to locate books?
9. True or false: GSU library is open to the public?
10. Aside from plagiarism, name two types of academic dishonesty.
Answer Key
1. False, there are only a north and south sections.
2. Presenting someone else’s words, images, or creative work as you own, whether you use their ideas or a single sentence
3. An alternative way to take notes or organize your thoughts around a topic
4. Shopping
5. $10
6. False
7. Saxby’s
8. GIL
9. True, GSU’s library is open to everyone with a valid state ID until 5pm
10. Cheating on exams, unauthorized collaboration, falsification, or multiple submissions.
Chapter Nine: Making Good Decisions

Key Concepts to emphasize with first-year students

Faculty-Student Interactions—Students and faculty have the same goal in mind: student learning. Faculty members know the expectations that await students within a certain discipline and do their best to equip students with the content knowledge they need to meet and exceed those expectations. Students want to be prepared for their future careers when they complete their degrees. Students should take measures to build relationships with faculty members. Things like visiting a professor during office hours to introduce him or herself, ask the professor about his or her research or other professional interests, and being fully present and active during class are great ways to build relationships with faculty members. Faculty members are a good resource for course content, quality letters of recommendation for graduate school or post-graduate opportunities, insight into research opportunities, and connecting qualifying students to professional opportunities.

Managing Social Media—This section focuses on the importance of making responsible decisions for electronic representation. With people from all walks of life using social media sites for multiple purposes and the endless life of anything place into cyberspace, this section strives to assist students in making decisions that align with their long-term goals and aspirations.

Suggested in-class activities

- Print out a copy of a blank email. Have students fill in the blank email as they were addressing it to one of their professor explaining them being late or they won’t be there for the rest of the week.
- Give students an essay that clearly has plagiarism in it and ask them to notate where it has been plagiarized.

Suggested homework assignments

Recommend two options for homework assignments for the chapter. If activities from the textbook are used, include specific page numbers. If new activities are developed for homework assignments, provide specific instructions the student will need to complete the assignment.

Review two friends’ social media profiles. Critique the page for material that could be considered questionable by a potential employer. This assignment could be done as Pre-work for the class. Students could share the critiques and small groups. (Please ask students to not reveal the names of the people whose profiles they reviewed.)

Bring copy of the university’s code of conduct on academic honesty.

Suggested reading quiz

1. True or False: Facebook does not have privacy settings.
2. True or False: Tweets can be made private.
3. True or False: No one will hold me accountable for what I write in cyberspace.
4. True or False: What I say on Facebook cannot be used against me in a judicial hearing or a court of law.
5. True or False: I am ultimately responsible for what I put on social media sites.
6. What are over- or under-participation?
7. When is it appropriate to text or talk during class?
8. Name three self-identifying pieces of information that you should provide an instructor or professor in an email communication.
9. True or False: “Thanx” and other text talk /text type are appropriate to use in official or professional communications (email, letters, etc.).

Answer Key
1. False
2. True
3. False
4. False
5. True
7. Never. Consult your professor if you are anticipating an important phone call related to an emergency.
8. Name, return contact information, section number, class title,
9. False
Chapter Ten: Becoming Involved: Being a Leader

Key Concepts to emphasize with first-year students

**What is Leadership?** This section focuses on the benefits to students’ involvement within the campus community. Additionally, students are introduced to the Social Change Model, which focuses on the scope of leadership influence.

**Orgsync** (Help students understand how to use this website)
- Students support the different organizations through student fees.
- Students who are more involved have a higher graduation rate, and graduate sooner as opposed to students who aren’t involved.
- Being involved helps you build your resume
- Campus Involvement opens the door for many leadership opportunities

Suggested in-class activities

Identify two to three options of specific activities related to the theme of the chapter. If activities from the textbook are used include specific page numbers. If new activities are developed, provide specific instructions, list of materials needed, and length of time to complete the activity. All activities should occur within the designated class time.

Help students identify a campus organization that is of interest to them
- [http://gsu.orgsync.com/](http://gsu.orgsync.com/)
- No supplies (5 mins)

Leadership and community service
- Visit the Office of Civic Engagement at 320 Student Center or call (404) 413-1550.
- No supplies (20 minutes)

Suggested homework assignments

Talk to a member of an organization of interest and find out how to join
Interview a student leader
Exercises at end of chapter

Suggested reading quiz

1. What is Orgsync?
2. What are the Seven C’s?
3. What are some ways to find out about involvement opportunities?
4. Name three student organizations.
5. Name one benefit of being a part of a recognized student organization.
6. What is the purpose of the *Signal*?
7. List two student organizations of your interest
8. What is the Rialto Center?
9. What does it mean to get involved on campus?
10. Why should you get involved on campus?

**Answer key**
1. A gateway to campus involvement and getting connected at Georgia State. It’s an online community for GSU students and organizations that centralizes on campus involvement
2. Consciousness, Congruence, Commitment, Collaboration, Common Purpose, Controversy, Citizenship
3. Flyers, Orgsync, library plaza, campus calendar, the signal, students
4. Personal
5. Able to network, be exposed to the diversity of ideas/opinions, make connections to the larger university campus.
6. The official newspaper of Georgia State University highlights upcoming events on campus
7. personal
8. This center offers world class schedule of arts for the campus
9. Personal
10. Personal
Chapter Eleven: Surviving and Thriving with Stress

Key Concepts to emphasize with first-year students

*Using Campus Resources*—help students understand that help is available to them and identify on-campus resources to help them deal with stress and stressful situations

*Signs of Stress*—help students identify when they are under increased stress

Suggested in-class activities

- Have the Counseling Center visit the classroom
- Have the class participate in some light, stress relieving exercises (dancing, stretching, or etc). No supplies (15 mins)
- Have the class make a trip to the Recreation Center. Students may choose to participate in personal stress relief activity. Panther ID (30 mins)

Suggested homework assignments

- Complete Student Stress Scale
- Have students write a short reflection on a particular stressful time of their lives and how did they handle it.

Suggested reading quiz

1. Is stress a normal physiological response yes or no?
2. True or false: You should change normal routine prior to examinations
3. True or false: You should do your easier assignments first and save the easier ones for later
4. True or false: Work and fun should be a priority
5. True or false: If you are experiencing problems you should seek assistance
6. Name the things that most likely give you a stress response.
7. Name 3 things stresses will affect.
8. List 5 signs of stress you experience.
9. What is stress synonymous with?

**Answer Key**

1. Yes
2. True
3. False
4. True
5. True
6. subjective
7. Your thinking, emotions, and behavior
8. Subjective
9. pressure
Chapter Twelve: Financing Your Academic Career

Key Concepts to emphasize with first-year students

This chapter focuses on bringing awareness to the financial aspect of the collegiate experience. Financial aid policies, developing a responsible personal budget, and responsible student loan borrowing are highlighted for students. College costs money. It is important for students to understand the policies around paying for school, borrowing money to pay for attendance and supplies, and the policies for repaying the borrowed money. Burdensome loan debt can negatively impact a person’s post-college lifestyle and ability to meet other financial obligations.

Suggested in-class activities

Bring monopoly money in and give them an average college budget of $350 and tell them to list all the things they would use the money for.

Have students create a monthly budget.

Suggested homework assignments

Have students find an article about student loan debt management and post it to a Desire2Learn response post within 72 hours of class.

Have students submit a one-minute paper on the material covered in class at the end of the class session.

Suggested reading quiz

1. Which of the following is not a step to maintaining your financial aid?
   a. File the FASFA
   b. Get involved on campus
   c. Complete application by April 1st
   d. Remain in good academic standing

2. How is academic progress monitored for purposes of financial aid?
   a. The student’s cumulative GPA
   b. the number of credits
   c. the time frame allowed to complete program
   d. all of the above
   e. none of the above

3. What is a subsidized loan?
4. What is an unsubsidized loan?
5. True or false, first time borrowers need to receive counseling to receive a loan.
6. What procedure must someone follow in order to meet with a Counselor in the Office of Financial Aid?

Answer Key

1. b
2. d
3. The government pays the interest on the loan while the student is in school, during the six-month grace period and during any deferment periods.

4. A loan for which the government does not pay the interest. The borrower is responsible for the interest on an unsubsidized loan from the date the loan is disbursed, even while the student is still in school.

5. True

6. Go to the One Stop Shop for a referral to the Office of Financial Aid
Chapter Thirteen: Becoming a Global Citizen

Key Concepts to emphasize with first-year students

This chapter will focus on the racial, national origin, and ethnic diversity found at the university, the opportunities for cultural immersion via study abroad, and academic studies centered around various cultures. Georgia State University is fortunate to have the diverse student body that it has, but without learning more about and learning from those we consider ourselves different from, community members miss the opportunity to understand how our differences influence our and others’ lives. Students should be encouraged to attend programs and events offered by Intercultural Relations (IR), Study Abroad, and International Student Support Services (ISSS).

Suggested in-class activities:

Have students learn about the diversity of cultures, geographic locations, socio-economic statuses, religions, races, and nations that are represented at Georgia State University.

Suggested homework assignments

Have students create a similar list as the “10 Things an International Student Wants You to Know,” but using different ethnic, socio-economic, geographic, and political background.

Exercises at end of chapter

Suggested reading quiz

1. List the most important thing you think international students want to know
2. What is GSU’s diversity plan?
3. Do you ever plan to study abroad, why or why not?
4. What does diversity mean to you?
5. What are the benefits to adversity?
6. GSU has students from over ____ countries studying abroad?
7. You can be a member to over ____ student organizations on campus?
8. If you plan on studying abroad what type of seminar should you attend?
9. What percentage of GSU students are female?
10. What is the average age for a GSU freshman?

Answer Key

1. List at end of chapter
2. Diversity is the primary strength of the institution that should be leveraged to ensure a consistently growing student body, faculty, staff and growing network
3. Subjective
4. subjective
5. subjective
6. 160
7. 300
8. Globetrekkers
9. 60%
10. 19
Chapter Fourteen: Creating a Career Path

**Key Concepts to emphasize with first-year students**

This chapter focuses on transferable skills, common resume mistakes, information in selecting careers, and insight on how to gain meaningful experiences during college. Students should be encouraged to utilize this chapter as they work on the Career Exploration Project.

**Suggested in-class activities**

Create or revise résumé using Samples Action Verbs

**Suggested homework assignments**

Bring résumé to Career Services and have a counselor critique it

Exercise at the end of the chapter

**Suggested reading quiz**

1. True or false, your résumé gets you a job
2. True or false, Is a myth that there is one correct niche in the work world for everyone
3. True or false, career services doesn’t manage panthercareer.net
4. Where do you go to get your résumé edited
5. Bullets statements should begin with _______.
6. One of the essential résumé to interview skills is______.
7. If you have a cover letter is an objective statement still imperative?
8. True or False, As a freshman you don’t need a résumé
9. List two ways to gain experience while in college.
10. GPA is a measure of _____.

**Answer key**

1. False, your résumé alone does not get you a job.
2. True
3. False, career services does manage this website
4. The student Career services office
5. An action verb
6. Knowing how to talk about your transferable skills and development
7. No, a cover letter has a sufficient amount of information where a cover letter is not needed.
8. False, As a freshman it is still imperative you have a résumé
9. Volunteer, internship, study abroad, group projects, and part time job.
10. Motivation, persistence, and commitment to learning.
Appendix A

Active Learning Techniques

Think/Pair/Share
Have attendees turn to someone near them to summarize what they’re learning, to answer a question posed during the discussion, or to consider how and why and when they might apply a concept to their own situations. Works well with pre-planned questions and with ideas that emerge during a workshop from a larger group discussion. The objectives are to engage participants with the material on an individual level, in pairs, and finally as a large group. The activity can help to organize prior knowledge; brainstorm question; or summarize, apply or integrate new information. Approximate time: six to eight minutes. The procedure is as follows: 1) individuals reflect on (and perhaps jot notes) for one minute in response to a question; 2) participants pair up with someone sitting near them and share responses/thoughts verbally for two minutes, or they may choose to work together to create a syntheses of ideas or come to a consensus; 3) the discussion leader randomly chooses a few pairs to give thirty-second summaries of ideas.

Write/Pair/Share
The format for this strategy is identical to the think-share-pair, except that students process the question asked of them about it rather than reflecting. After a brief time to not their thoughts, each students to a partner to discuss. The activity closes with the instructor calling on random students to summarize their responses.

Pair-Squared
Attendees are asked to form a pair, turn to a neighbor on their right or left and discuss a specific issue, question or topic. Each attendee is given a specific time period to speak while the other attendee listens. Then roles change the process is repeated. After both attendees have played listener and talker, they find another pair. Then attendee A tells the other pair what attendee B said while the three listen. Then attendee B tells the other pair what attendee A stated while the three listen. The process repeats for the other pair.

One Minute Paper/Free Write
Ask participants to write for 2-3 minutes on a topic or in response to a question that you’ve developed for the session. Again, this is particularly useful in those moments where facilitators/teachers are asking participants to move from one level of understanding to another, from presentation of new ideas to application of ideas, from considerations about self to situation involving other. The moments of writing provide a transition for participants by bringing together prior learning, relevant experience and new insights as a means of moving to a new (aspect of the) topic. The writing offers participants a moment to explore ideas before discussion, or to bring closure to a session by recording ideas in their minds at that moment. A minute of writing is also a useful thing when discussion takes a turn you didn’t expect – when a particularly good question comes from the group, when discussion keeps circulating around a basic idea rather than inching its way into potential applications or deepening of ideas.

Muddiest (or Clearest) Point
This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or a natural break in the presentation, (What was the “muddiest point” in today’s lecture?”
**Student Summary of Another Student’s Answer**
In order to promote active listening, after one student has volunteered an answer to your question; ask another to summarize he first student’s response. Many students hear little of what their classmates have to say, waiting instead for the instructor to either correct to repeat the answer. Having students summarize or repeat each other’s contributions to the course both foster active participation by all students and promotes the idea that learning is a shared enterprise. Given the possibility of being asked to repeat a classmate's comments, most students will listen more attentively to each other.

**Reciprocal Questioning (can be used for One Minute Paper)**
The facilitator provides question stems, such as the following:

<table>
<thead>
<tr>
<th>Comprehension Question Stems</th>
<th>Connector Questions Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe…in your words.</td>
<td>Explain why…and how…</td>
</tr>
<tr>
<td>What does…mean?</td>
<td>How are…and…similar?</td>
</tr>
<tr>
<td>Why is…important?</td>
<td>How are…and…different?</td>
</tr>
<tr>
<td>How could…be used to…?</td>
<td>How does…tie in with…that we learned before?</td>
</tr>
</tbody>
</table>

Participants then develop specific questions from the given stems and provide answers. Students can work individually, with a partner, or in a small group.

**Quiz/Test Questions (Great for Extra Credit Opportunities)**
Here students are asked to become actively involved in creating quizzes and tests by constructing some (or all) of the questions for the exams. This exercise may be assigned for homework and evaluated (perhaps for extra credit points). In asking students to think up exam questions, we encourage them to think more deeply about the course material and to explore material and to explore major themes, comparison of views presented, applications, and other higher-order thinking skill. Once suggested question are collected, the instructor may use them as the basis of review sessions. And/or to model the most effective question, they will significantly increase their engagement of the material to supply answers. Students might be asked to discuss several aspects of two different questions on the same material including degree of difficulty, effectiveness in assessing their learning, proper scope of questions, and so forth.

**Affective Response** – Here you are asking students to report their reactions to some facet of the course material – i.e., to provide an emotional response to the material. Obviously, this approach is limited to those subject areas in which such answers are appropriate; however, it can be quite a useful starting point for courses such as an applied ethics. By having several views “on the table” before theory is presented, you can help students to see the material in context and to explore their own beliefs.

**Concept Mapping**
A concept map is a way of illustrating the connections that exist between terms or concepts covered in course material; students construct concept maps by connecting individual terms by lines which indicate the relationship between each set of connected terms. Most of the terms in a concept have multiple connections. Developing a concept map requires the students to identify the students to identify and organize information and to establish meaningful relationships between the pieces of information.

* Activities are attributed to the Active Learning Techniques handout provided at the First-Year Experience Conference during a presentation by Holly Hunt at Florida State University in the Academic Center for Excellence.
Appendix A (continued)

GSU 1010 Ice Breakers

*Autographs* (see attached worksheet)
Pass out each sheet. Have each participant meet others and ask them to sign their sheet on a line that applies to that person. Encourage participants to have a different person sign each line. At the end, the participant can sign his/her sheet. Award prize to person who has the most autographs.

*All My Friends*
Put chairs in the circle equal to the number of participants, minus one. The person in the center begins by selecting something that he/she has done, is wearing, etc. and says “All my friends __________.” Those who meet those criteria must get up and move to a new seat, not one that is to either side of them. The person left standing is the next one to decide on the criteria!
*(Example: “All my friends are wearing tennis shoes” or “All my friends have been to Europe.”, etc). Keep playing until the group’s energy is up, and everyone has moved at least 5-6 times.
Variation: If you don’t have chairs, pass out a paper plate to each participant!*

*Silent Introductions*
Have participants get into pairs. In silence, using pantomime only, each participant is to act out three things that are important to them. The person "listening" needs to remember them but does not ask questions either during the acting out or during the group introductions. The first time the interpretations are shared is when the pair introduces one another to the larger group. It is fun to hear what each member of the pair understood the three items to be!

*Human BINGO* (see attached worksheet)
Using a grid like the one attached, develop twenty-five items related to your group. Ask participants to mill around the group and meet other participants. When they meet, ask them to share one thing on the list that relates to them. Have them sign that square and move on to another person. Each person should sign each sheet one time only. (Participants can sign their own sheet!) At the end, award a prize to the person who has the most squares signed.

*Four Corners*
Decide on a topic that can be divided into four subgroups. Designate four corners of the room where each of the subgroups will meet. Each person selects which of the four options they prefer, and go to that area of the room. Once there, they introduce themselves and answer a question presented by the leader. Some examples: Favorite type of movie: romance, comedy, action/ adventure, drama. Favorite place to take a vacation: mountains, beach, desert, and amusement park.

Variation: You can make this more related to the training topic by using four items that relate to your organization. For example: of the following, what do you think is the greatest reason to get involved with this organization? Choices: The opportunity to get involved, the people you meet on the job, the job experience you are gaining, the money you are paid. Once in the four groups, share one thing they hope to gain by their membership in the organization.
**Centric Circles**
Divide the group in two. Have one group form a circle inside a larger circle, so that each participant is facing another person. Begin by having each person introduce themselves to the person they are facing and answer a question. After two minutes, have the inner circle move, one or two people to their left, while the outer circle remains where they are. Depending on the size of the group, have the inner circle move several people, or just a few. Sample questions are listed, but be creative and make up your own!
Who is a leader you admire and why?
What is your wildest career fantasy?
What is one goal you hope to accomplish this year?
If you were a street sign, what would you be? Why?
Who would you trade places with in history?

**Introduction Cards**
Pass out a 5x8 card and a piece of masking tape to each participant. Have them divide the card into four squares. In the first, list a hero/heroine of theirs; in the second, share a gift they possess that is important to them; in the third, identify the social cause that they are willing to work for; and, in the fourth, list something they are proud of. Now ask the participants to tape the card to their chest and in silence, roam around the room, reading the other participants’ cards. After a few minutes, invite the participants to return to an individual with whom they would like to share their information.

*Variation:* Use any four topics for this activity.

**Incorporation**
The goal is to meet as many people as possible in groups of various sizes. Introduce the activity by saying: "I am going to call out a criteria and a number. When I do, you need to find the stated number of people who fit the criteria. Once in a group, you will be given a question to answer."

When I say "go", find four people with the same color eyes as you. When you find them introduce yourself and tell them your greatest accomplishment of the summer. Go!

Find a group of eight people who, if given a chance, would see the following types of movies: comedy, drama, romance, or science fiction. When you find them introduce yourselves and move your bodies into the shape of an elephant! Now share one goal you have for your group this year. Go!

Find a group of three who share your love of desserts! Either cakes and cookies, ice cream, candy or fruit. When you find them share the three most important characteristics of leaders in your organization. Go!

Find seven people who were born in the same month as you. When you find them, do 5 jumping jacks, sit down, and share two adjectives that describe you. Go!

**Opinion Continuum**
Create a list of questions, where the responses will vary. Identify one end of the room as one end of the continuum and the other as the extreme end. Ask participants to go to the spot on the continuum they most identify with. The participants then share why they are at a particular spot and what it would take to get them to move!

*Hint:* The Book of Questions is a great resource for sample questions.

*Example:* You are at the library working on a term project. The copier is broken and you need a graph that is in the periodical you are using. Go to one end of the room if you tear out the graph and use it in your project. Go to the opposite end of the room if you don't. Middle of the road people may respond that "it depends"! Ask participants to share their reasoning.
**Scrambled Words**
Identify 10-15 words related to your topic or to your organization. Scramble them up and type them on a sheet of paper. Distribute them to the participants and have them unscramble the words as quickly as they can.

**Introductions** (see attached worksheet)
Distribute a copy of the Introduction sheet to each participant. Have participants complete the sheet about themselves. After a few minutes, ask each person to introduce their "best friend".

**Back to Back Interviews**
In pairs, group members discuss various topics (determined by facilitator) for brief amounts of time. After time is over for each topic, participants change partners and meet someone else.

**Big Question**
Hand out a pencil with a rubber band on it and note card. Take the rubber band off the pencil and put it on your wrist. Collect pencils during the Big Question.

Write a question on your card, one that you would be comfortable answering. Try to be creative. When time begins, go up to someone you don’t know, introduce yourself and ask/answer each other’s questions. Then, exchange question cards with your partner, find a new partner and continue the activity.

**All My Neighbors/Have You Ever**
Everyone stands on a spot on the ground in a big circle. There is one less spot than there are participants. The person without a spot stands in the middle and asks a question starting with “All my neighbors…” or “Have you Ever…” If the statement is true for others in the circle, they leave their spot and find another open spot in the circle, as does the person who started in the middle.

**Commonalities**
With a partner find three things that you have in common (not obvious or apparent). Then with your partner, find another pair and in that group of four, find three new things in common. Repeat for a group of eight, but this time every time you find something all eight have in common, do some kind of cheer to let everyone know.

**Music Box**
Each group has 2-3 minutes to come up with a way to introduce themselves musically. Then, conduct the groups through an orchestral introduction.

**Self-Portrait.**
Have your students draw themselves. After they have done this, collect the papers and hang them up for the whole class to see. Now have students try to guess who the artist was for each picture.

**Letter Writing**
At the beginning of the year, write a short letter about yourself as the teacher. Tell the students where you live, what your hobbies are, and if you have any children, pets, etc. Hand out your letter to each student in your class and ask them to write you back with similar information about themselves.

**The Mingle Game.**
Give each student an index card. Have them write a question that they would like to ask the other students in the class. Examples might include, "What is your favorite song?" or "What is your favorite sport?" Next, have the students get up and walk around the room. When you say, "stop," students have to stand beside the person closest to them and ask the question that is on their own card. Both students have to answer the questions. Now have them mingle again and meet a new person.
The "What Am I?" Game.
Have the students get into a circle. Give each student a post-it note. Have each person write a noun on the post-it note. Then stick the post-it on the forehead of the person standing to right of them with the noun showing. Now have students take turns to ask the group a "yes/no" question that will help them guess the noun on their forehead. If they do not guess correctly, the person on their right gets to ask a question. Keep going until all of the nouns have been guessed, or your time limit has expired.

Icebreaker Pictionary
Have the students draw pictures about what they like to do, what their favorite foods are, and what is their favorite subject in school. Have each student come up and show their pictures to the class. See if the students can guess what each student drew that tells a little bit about themselves. For instance, if a student draws a yellow M, can anyone guess that she likes McDonalds?

Show and Tell
Don't forget about this old time favorite part of class. Instruct students to bring in something that they cherish, or just want to share with the class. Give each student a turn to come up and tell about the item that they brought in. This way the class will get to know each other and something that makes each student happy.

The Snowball Activity
Have students write three things about themselves on a piece of paper. Then have them crumple up the paper to resemble a snowball. Let the students have a snowball fight for about one minute. Now everyone grabs one of the snowballs and has to try and find the person who wrote on it. Once they find their partner, they have to bring that person up in front of the class and explain what they learned about their new friend with the three facts written on the piece of paper.
## Autograph Bingo

<table>
<thead>
<tr>
<th>Has more than three siblings</th>
<th>Has never been outside of Georgia</th>
<th>Has a pet</th>
<th>Has not chosen a major (undecided)</th>
<th>Uses social media every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks more than one language</td>
<td>Plays an instrument</td>
<td>Does not like chocolate</td>
<td>Has the same birthday month as you</td>
<td>Has traveled to another country</td>
</tr>
<tr>
<td>Played on a sports team in high school</td>
<td>Is an only child</td>
<td>FREE SPACE (Your signature)</td>
<td>Wears glasses or contacts</td>
<td>Has never been on an airplane</td>
</tr>
<tr>
<td>Is a commuter student</td>
<td>Plans to study abroad or visit another country</td>
<td>Shares the same major as you</td>
<td>Was not born in Georgia</td>
<td>Was born in the same month as you</td>
</tr>
<tr>
<td>Is a Falcon’s fan</td>
<td>Is left handed</td>
<td>Has met someone famous</td>
<td>Has been on television or the radio before</td>
<td>Lives on campus</td>
</tr>
</tbody>
</table>
Human Bingo
Introductions

Answer the following questions as you would expect your friends (outside of this group) to describe you.

I would like to introduce: ________________________________________________________________________

He/She is the kind of person who likes:

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

He/She greatly appreciates and values:

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

Some of his/her dislikes or pet peeves are:

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

Someday he/she would like to:

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________
Appendix B

Best Practices for Utilizing Peer Mentors

Most GSU 1010 sections will have a Peer Mentor assigned to the section. Mentors are helpful in students’ transition to college because they are able to connect to students differently than professional staff and faculty members. Mentors are able to provide fresh, current descriptions of campus life and can provide peer-level feedback to students to help them navigate enrollment processes or campus social politics and understand and access community resources.

Mentor Responsibilities:
1. Attend GSU 1010 section each week.
2. Take attendance in the GSU 1010 class.
3. Send a follow-up email to students who were absent from the GSU 1010 class. The instructor will be CC’ed on the correspondence.
4. Send weekly email to students with event announcements and updates.

Instructor responsibilities:
1. Meet with your mentor on a weekly or bi-weekly time to discuss the mentor’s role in the coming classes.
2. Provide mentor two (2) minutes at the beginning or end of class to give verbal announcements and reminders.

Ways to enhance the class or overall experience with the Peer Mentor:
1. Have mentor provide a returning student’s perspective during class discussions.
2. Send updates or announcements for the class through the mentor’s weekly email update.
3. Increase community within the class by having Peer Mentor do a short (no more than 10 minute) ice breaker at the beginning of class.
4. Invite the mentor to provide you with feedback to you (the instructor) regarding students in the class.

Mentors are not responsible for:
1. Performing personal errands for instructors.
2. Teaching course material.
3. Communicating Instructor’s thoughts or feelings to the Office of Undergraduate Studies. Instructors should communicate frustrations or concerns to UGSO professional staff. Peer Mentors are student-staff members.
Appendix C

The Transition to College

Students in two freshman level courses were asked to describe the transitional issues they faced in their first semester and to give advice to incoming students. Here is a sample of what they had to say.

Top Ten Issues Identified by Students (in order of importance)

1. **Personal responsibility** "In college you have freedom to do as you please...to go where you wish...to do as you wish. Unfortunately, this freedom is easily abused. The student carries 98% of the responsibility and control."

2. **Class attendance** "As a college student, you will decide whether you want to go to class or not. Being absent will hurt you in the long run."

3. **Teacher attitudes** "Your instructors will not hound you to do your work. It's entirely up to you. Get to know your teachers. If your teachers know you, it will be easier for them to look out for you and help you if you're having trouble."

4. **Types of assignments** "In high school we were given a homework assignment every day. Now we have a large task assigned to be done at a certain time. No one tells when to start or what to do each day. Once you get an assignment, start working on it right away. It takes a daily effort to keep up."

5. **Importance of performance** "Don't take your courses or studies lightly. The decisions you make in college will decide your future, in some respects. Remember that you are here for an education."

6. **Time management** "The amount of free time you have in college is much more than in high school. Always have a weekly study schedule to go by. Otherwise, time slips away and you will not be able to account for it."

7. **Amount of study** "In high school I was a B student without studying. In college, I was a C/D student without studying. To succeed, you have to study!"

8. **Size of institution/classes** "Lecture classes are much larger than high school classes. This can be scary for a new student."

9. **Difficulty of college work** "College is probably going to be tougher than high school. Don't let that stop you!"

10. **Social life** "Sometimes it seems harder to make friends because of the size of the school. But there are a variety of organizations and activities. Get involved and meet the people!"
## Guide to Academic Support

### Student Need

**For any help or questions**
- Receive Academic Coaching
- Get assistance with study habits
- Get assistance Time Management Skills
- Get assistance taking skills
- Get information about tutoring
- Information about first year experience programs and requirements
- General campus information

**Help deciding which courses to take**
- Discuss curriculum and receive academic advisement
- Gain clarification on academic policies and procedures
- Get assistance with selecting an academic program
- Discuss academic difficulties
- Discuss campus services
- Help transitioning from high school to college
- Information on academic issues (i.e., withdrawal, registration, readmission, and probation)

**Finding books or a quiet place to study**
- Locate books on assignment topics
- Locate journal and newspaper articles on assignment topics
- Locate subject guides
- Locate materials not available at Georgia State
- Library instruction
- Course reserves
- Checkout a laptop for your library entire visit
- Panther Card required to stay after 5pm

**Mastering your math skills**
- Get assistance with math tutoring

**Improving your writing**
- Get assistance with writing assignments
- Get assistance with scholarship essays and personal statements

**Use the latest technology**
- Attend workshops to learn how to use new

### Department/Office

**Office of Undergraduate Studies**
- 404/413-2052
- Sparks Hall, Suite 224
- Academic Success Workshops
- Supplemental Instruction
- Study Resources
- Academic Coaching

**Student Advising Center**
- 25 Park Place Freshmen (Suite 1400) 404/413-2300
- Sophomores and Juniors (Suite 1300) 404/413-2630
- Individual academic counseling and referrals
- Develop Academic Improvement Program
- Major Selection Assistance
- Academic Resources
- Degree Requirements
- Schedule Assistance

**Library**
- 404/413-2800
- Library Plaza
- GIL@GSU
- GALILEO
- Georgia State Archive & Special Collections
- Interlibrary Loan
- Professional staff on duty to assist students

**Math Assistance Complex**
- 404/413-6400
- Kell Hall, Suite 122

**Writing Studio**
- 404/413-5840
- Langdale Hall, Suite 976

**Student Support Services**
- 404/413-1680
- Sparks Hall, Suite 152
- Tutoring
- Professional Counseling

**Digital Aquarium**
- 404/413-4730
- Student Center, Room 390
### Equipment
- Edit or create a video for class
- Checkout video and recording equipment
- Checkout a digital camera
- Checkout a projector

### Travel the World
- Use scholarships to fund your trip
- Travel to places you dreamed of going to

### Help for those with documented needs
- Get assistance arranging alternate accommodations
- Access a variety of software and hardware that enables students with disabilities to access information
- Information on screenings for students who suspect they may have ADD, LD, or a mental health disability

### Help learning different languages
- Walk-in computer lab services for listening, recording, and other language activities.
- Walk-in tutoring in French, German, Spanish, Chinese, Japanese, Italian, or Arabic
- Watch an extensive movie collection from different countries

### Policy information
- Get advice on general problems or issues
- Assistance when you feel like you have been treated unfairly
- Have questions about campus policies and procedures
- Apply for a hardship withdrawal

### Help for international students
- Provides assistance to all international students
- Faculty help international students adjust to the city of Atlanta
- Provides opportunities for international students to get more involved

### Study Abroad Programs
- 404/413-2529
- 10 Park Place, Suite 500
- Travel while receiving college credit
- Go anywhere in the world
- Fulfill your curriculum with many different programs to choose from

### Margaret A. Staton Disability Services
- 404/413-1560
- Student Center, Suite 230
- Provides services to students with documented disabilities
- Assists with arranging accommodations such as a note takers and test in alternate formats or locations.
- Offers one-on-one learning strategy coaching
- Provides resources on disability related topics for the campus community.

### Language Acquisition & Resource Center (LARC)
- 404/413-5987
- General Classroom Building, Room 128

### Dean of Students/Student Conduct
- 404/413-1515
- Student Center, Suite 300

### International Student & Scholar Services
- 404/413-2070
- Sparks Hall, Room 252
# Guide to Managing your College Career

## Student Need

<table>
<thead>
<tr>
<th>Nourishment to Health and Vaccinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Receive treatment for acute illnesses/injury</td>
</tr>
<tr>
<td>★ Receive annual physical exams</td>
</tr>
<tr>
<td>★ Receive routine gynecological exams</td>
</tr>
<tr>
<td>★ Receive immunizations</td>
</tr>
<tr>
<td>★ Receive laboratory testing</td>
</tr>
<tr>
<td>★ Receive allergy injections</td>
</tr>
<tr>
<td>★ Receive education on a variety of health issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Get assistance obtaining information on student loan</td>
</tr>
<tr>
<td>★ Questions about how financial aid may be affected if a course is dropped</td>
</tr>
<tr>
<td>★ Questions regarding financial aid</td>
</tr>
<tr>
<td>★ Get assistance with questions regarding student fees</td>
</tr>
<tr>
<td>★ Get assistance understanding financial and academic holds on student account</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Get assistance in obtaining a loan</td>
</tr>
<tr>
<td>★ Get information on scholarships</td>
</tr>
<tr>
<td>★ Questions about how financial aid may be affected if I have to withdraw from a course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parking and Panther Card Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ General information on Panther Card</td>
</tr>
<tr>
<td>★ Questions concerning MARTA cards, and parking on campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Person to Talk to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss personal issues, including, but not limited to:</td>
</tr>
<tr>
<td>★ Symptoms of depression and anxiety</td>
</tr>
<tr>
<td>★ Self-esteem/identity issues/sexual identity</td>
</tr>
<tr>
<td>★ Diversity and cultural concerns</td>
</tr>
<tr>
<td>★ Misuse of alcohol and other drugs</td>
</tr>
<tr>
<td>★ Traumatic experiences (e.g., sexual assault, childhood abuse, war)</td>
</tr>
<tr>
<td>★ Stress management</td>
</tr>
<tr>
<td>Decreased academic performance</td>
</tr>
<tr>
<td>Student veterans/returning to school from combat</td>
</tr>
<tr>
<td>Relationship issues</td>
</tr>
</tbody>
</table>

| Access to a wide range of testing services to |

## Department/Office

<table>
<thead>
<tr>
<th>University Health Services 404/413-1930</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Commons 414 Piedmont Ave Suite D</td>
</tr>
<tr>
<td>★ Unlimited office visits to student with valid Panther ID</td>
</tr>
<tr>
<td>★ Mediations, labs for an additional fee</td>
</tr>
<tr>
<td>★ Appointments suggested, but “walk-in visits are available for acute illness.</td>
</tr>
<tr>
<td>★ Contact for physician, nurse practitioner, &amp; R.N. availability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Stop Shop 404/413-2600</th>
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<tbody>
<tr>
<td>Sparks Hall, Suite 227-228</td>
</tr>
<tr>
<td>★ One stop office designed to provide administrative support and information for students on issues related to registration, financial aid, class holds, and similar issues</td>
</tr>
<tr>
<td>★ Initial stop for financial aid information, Federal grants, student loans, and work study</td>
</tr>
<tr>
<td>★ Available to answer student questions regarding policies and procedures pertaining to academic records and transcripts.</td>
</tr>
<tr>
<td>★ Initial stop for Student Account information</td>
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<thead>
<tr>
<th>Financial Aid 404/413-2400</th>
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</thead>
<tbody>
<tr>
<td>Sparks Hall, Suite 227-228</td>
</tr>
<tr>
<td>★ Hope Scholarship</td>
</tr>
<tr>
<td>★ Federal grants, student loans, and work study</td>
</tr>
<tr>
<td>★ State grants</td>
</tr>
<tr>
<td>★ Service cancelable loans</td>
</tr>
<tr>
<td>★ Satisfactory Academic Progress (SAP)</td>
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<thead>
<tr>
<th>Auxiliary Services 404/413-9500</th>
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<tbody>
<tr>
<td>University Center, Suite 200</td>
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<thead>
<tr>
<th>Counseling &amp; Testing Center 404/413-1640</th>
</tr>
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<tbody>
<tr>
<td>Citizens Trust Building 75 Piedmont Ave N.E.</td>
</tr>
<tr>
<td>★ Individual, couple and group counseling</td>
</tr>
<tr>
<td>★ Crisis Services</td>
</tr>
<tr>
<td>★ Consultation to faculty and staff</td>
</tr>
<tr>
<td>★ Referrals for psychiatric and community mental health services</td>
</tr>
<tr>
<td>★ Outreach</td>
</tr>
<tr>
<td>★ Stress Management/Life Skills Counseling</td>
</tr>
<tr>
<td>★ Integrated Alcohol &amp; Other Drug Program Test administration (i.e., ACT, CLEP, GMAT, LSAT, GRE, TOEFL, Praxis, Math Placement)</td>
</tr>
<tr>
<td>★ Scanning and scoring of objectively-scored classroom tests</td>
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</tbody>
</table>
students, faculty, staff, and the Greater Atlanta community

<table>
<thead>
<tr>
<th>Find scholarships You Are Eligible for</th>
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<tbody>
<tr>
<td>• Find scholarships you are more likely of receiving if you apply</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Scholarship Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sparks Hall, Suite 251</td>
</tr>
<tr>
<td>Apply for scholarships</td>
</tr>
</tbody>
</table>

404/413-2059
# Guide to Campus Engagement

<table>
<thead>
<tr>
<th>Student Need</th>
<th>Department/Office</th>
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</thead>
</table>
| **Getting involved in school politics** | Student Government Association 404/ 413-1600  
University Center, Suite 400  
- The Student Government Association is the official voice for the entire student population at Georgia State. |
| - Advocate in policy change  
- Go to the SGA office for free blue books  
- Go to the SGA office for free scantrons | Intercultural Relations 404/ 413-1587  
Student Center, Suite 330  
- The Intercultural Relations component of the Office of the Dean of Students is committed to providing opportunities for students to engage in meaningful dialogues around cultural and diversity issues. |
| **Exploring diversity** | University Career Services 404/ 413-1820  
260 University Center  
- Internship assistance  
- Professional development seminars  
- On-line postings of employment and internship opportunities  
- On-campus interviewing and recruiting  
- Resume critique services  
- Job fairs: part-time and seasonal job fair; career opportunities; Career Expo; College-to-Career Fair |
| - Discuss curriculum and receive academic advisement  
- Gain clarification on academic policies and procedures  
- Get assistance with selecting an academic program  
- Discuss academic difficulties  
- Discuss campus services  
- Help transitioning from high school to college  
- Information on academic issues (i.e., withdrawal, registration, readmission, and probation) | |
| **Resume assistance or job opportunities** | Office of New Student Programs & Parent Relations 404/ 413-1570  
Student Center, Suite 265 |
| - Discuss the qualifications for occupations  
- Discuss job market for college graduates  
- Get assistance selecting an occupation  
- Discuss advantages/disadvantages of occupations  
- Get assistance finding a part-time job  
- Get assistance finding internships, externships or additional employment | |
| **Meeting new people** | Recreation Center 404/ 413-1750  
101 Piedmont Ave., N.E. |
| - Get advice and Incept (Orientation) information  
- Want to connect with other new students  
- Answer questions for parents | |
| **Exercise** | Student Activities 404/ 413-1580  
Student Center, Suite 330 |
| - Play sports, exercise and workouts  
- Outdoor adventures such as skiing, rafting, and paintball  
- Get involved in the intramurals program | |
| **On Campus Fun** | Office of African American Student Services and Programs 404/ 413-1530  
Student Services & Programs  
Student Center, Suite 315 |
| - Get assistance meeting other students and getting involved in campus activities  
- Get information about student activities and leadership development  
- Get information about fraternities/sororities  
- Learn about/participate in community service opportunities | |
| **Cultural events and academic support** | |
| - Information about SGA and other social activities  
- Discuss academic difficulties  
- Receive tutoring assistance in selected areas  
- Ask questions about diversity issues on campus  
- Free printing | |

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*Exercise equipment*  
*Exercise classes*  
*Intramurals/Recreation*  
*Clubs and Organizations*  
*Greek life*  
*Leadership Programs*  
*Campus Activities*  
*Student Media*  
*Volunteer Services*  
*Individual academic counseling and referrals*  
*Seminars and workshops*  
*Academic intervention programs*
Best Practices for Teaching First-Year Undergraduates: Strategies from Experiences Faculty by Carnegie Mellon:

http://www.cmu.edu/teaching/resources/PublicationsArchives/InternalReports/BestPractices-1stYears.pdf