

# **The Freshman Seminar Program Faculty Handbook**

## **2008-2009**

Office of Interdisciplinary Programs  
4132 Smith Laboratory  
174 W. 18<sup>th</sup> Avenue  
Columbus, OH 43210

[freshmanseminar@osu.edu](mailto:freshmanseminar@osu.edu)

## Program Overview:

In 2003, President Karen Holbrook fostered the OSU Freshman Seminar Program to provide unique learning experiences for first-year students. In small, discussion-based seminars, distinguished faculty introduce first-year students to topical and cutting-edge research areas from a wide variety of disciplines. Unlike most first-year classes, the Freshman Seminars provide the opportunity to work closely with faculty members in a dynamic and collaborative environment.

**Student-Faculty Interaction:** The Freshman Seminar Program at The Ohio State University is designed to facilitate a smooth transition to college. It fosters healthy relationships between first-year students and professors by allowing students to interact with top level faculty in a small classroom setting. Additionally, Freshman Seminars allow students to meet and discuss their ideas and opinions with other students who share similar interests. These relationships help students to feel connected to their campus community.

**Small, Discussion-based Seminars:** Many first year students are enrolled in huge, introductory, lecture courses where they have little personal attention and day to day accountability. While Freshman Seminars are also intro level, they allow students to delve into a specific topic which interests them. Furthermore, Freshman Seminars are discussion oriented and therefore give students the opportunity to express their opinions and share what they are learning about a subject they enjoy.

**Interdisciplinary Connections:** The Freshman Seminar Program allows students to explore a topic which doesn't necessarily relate to their major. These types of interdisciplinary programs give students a holistic worldview and allow them to diversify their educational experience. As a result, Freshman Seminar students will hopefully recognize the ways in which many seemingly diverse fields may affect and interact with one another.

**Opportunity for Faculty to Share Their Research Interests:** In addition to serving student interests, the Freshman Seminar Program gives faculty members a chance to teach a course in a topic they truly enjoy. These courses may or may not focus on the faculty member's primary academic research and, therefore, give professors a chance to share their knowledge on a subject that may not be comprehensive enough for a traditional 5-credit hour course.

## Program Goals:

- Give first-year students the opportunity to interact with faculty in a small group-discussion setting.
- Provide an introduction to frontier areas of scholarly pursuit, allowing freshmen a glimpse of current topics of research and study.
- Introduce students to unfamiliar academic areas.
- Give students insight into how faculty pursue scholarship in their disciplines.

## Freshman Seminar Resources:

The Freshman Seminar staff members are here to assist you. If you are having trouble with developing a seminar, stimulating discussion, preparing for class, or would like to incorporate a class trip, we can help. Unfortunately our funds are limited and the amount available to each instructor depends upon the number of faculty members requesting funds each quarter. If you would like to learn more about the resources available to Freshman Seminar faculty please contact Jessica Mercerhill ([Mercerhill.1@osu.edu](mailto:Mercerhill.1@osu.edu)).

### *Field Trips:*

While we cannot support long-distance travel we are happy to provide transportation within or near Columbus. To facilitate this process and ensure that you will not incur any out-of-pocket expenses, please tell us of your plans as early as possible. Also, come up with a modest budget and submit it

for approval prior to making the arrangements for your trip. This will allow us to examine our expenses and tell you a realistic amount we can provide for your excursion.

#### *Peer Leaders:*

While we do not have the funds to support GTAs in Freshman Seminars, we have recently instituted a 'Peer Leader' program. Peer leaders are undergraduate students who come to class to stimulate discussions, encourage student involvement, and assist students along with you. Choosing Peer Leaders is at the discretion of the instructor but we recommend using former students of your seminar as they will understand the class format. If you approach a student about being a Peer Leader you may also discuss having the student help you with a modest amount of out of class work. Peer Leaders are compensated in the amount of \$150 per credit hour, so demanding a significant amount of out of class time work should be avoided. However, these students can be a great help and are just one of the many support options available to Freshman Seminar faculty.

### **Freshman Seminars Evaluations:**

Towards the end of each quarter, Freshman Seminar (FS) faculty will receive an evaluation packet by mail. Enclosed you will find your SEI forms, the FS student evaluation forms, the FS faculty evaluation form, and a brief instructional sheet. Please distribute the SEIs and student evaluation forms in class during the last week of the quarter. It is best to ask a trustworthy student to return these forms in the separate envelopes included in your packet. We ask that you leave the room during the evaluation process. Additionally, please fill out the faculty evaluation form and return it in the enclosed, letter sized, envelope. (See Appendices A and B)

Once the Interdisciplinary Programs Office receives your evaluation forms, we will type up the student's responses and analyze the quantitative data. Within a couple weeks you will receive a single document with all of your student's written comments as well as your seminars ranking on each question in comparison to the mean ranking for all seminars in the quarter.

### **Engaging Students:**

The most successful Freshman Seminars engage students in multiple ways throughout the quarter. These include, but are not limited to, group discussions, guest lecturers, student presentations, class field trips, videos, etc. The most important of these techniques for the Freshman Seminar Program is class discussion. Students need the opportunity to share their ideas and they should be expected to contribute to their own learning process. If you are having trouble stimulating discussion in your seminar, please consider varying your approach using different levels and types of questions (See Appendix C).

Many Freshman Seminar faculty express difficulty getting students to participate; however, relating class material to real life examples and applications can help this problem. Many students are willing to participate but they fear being wrong. They also may not understand a question which appears completely obvious to you. If you ask a question and don't receive a response, you may want to ask it again in a different way. Try not to give the students the answer if you can avoid it. If a student knows that the instructor will answer their own questions they may be less inclined to speak in the future. Asking students to express their opinions on the subject also increases discussion. This removes their fear of being wrong because there is no correct answer.

### **Service Learning Seminars:**

Some Freshman Seminars may warrant an "S" designation as a service learning course. If you have an existing seminar or would like to propose a seminar which meets the service learning criteria please let us know. We will send your proposal to the Service-Learning Scholars Roundtable to request the "S" designation. Service Learning seminars can be graded S/U or with letter grades. These courses will be distinguished by a course number above .20 (ie. the numbers 137.2X or 138.2X).

# Teaching First-Year Students

## FERPA and Talking to Parents:

It is unlawful to discuss student grades, billing information, or other portions of an educational record with any third party, including the student's parents, unless the student has given prior written consent. Although parents may be paying for their student's education, they are not entitled to this information. For more information about FERPA and talking to parents, visit the registrar's website at: <http://oaa.osu.edu/reports/FERPA.html>

## Millennial Students:

Incoming freshmen represent a very different generation than that of our faculty members. Today's college student is tech savvy and confident, but may be less independent than the previous generation. These students have grown up in a different world and may require a different teaching style. While there is no agreed upon name for the new generation of college student—with choices including generation next, generation Y, and the echo boomers—we will call them the millennial generation.

Who are members of the millennial generation?

- Anyone born in or after 1982
- This generation is the largest generation ever, with more than 80 million individuals
- The oldest entered college in 2000
- They have a life expectancy of 75 years

General characteristics include:

- Mass exposure to information (internet, porn sites, chat rooms, etc.)
- High stimulation (video games, etc.)
- Optimistic
- Special
- Willing to work hard (achieving; though some say this may in fact be the least studious cohort of students ever)
- Confident / Self-assured
- Take technology for granted (savvy with technology)
- Conventional
- Comfortable working in groups (team-oriented)
- Perceived insecurity of the world
- Racially diverse
- Cannot sit quietly
- Constant “doing” vs. “being”
- They are the least republican generation
- Less “traditional” family life (one out of four come from single parent households, three out of four have working mothers)
- Not much experience being active agents in their own lives
- High anxiety (inability to relax or sleep—unable to stop thoughts, inability to focus, anxious, previous anxiety or depression treatment history)
- Stressed
- More tolerant of diversity (more likely to accept gay marriage, interracial relationships, and feel that the growing number of immigrants in the U.S. strengthens the economy)
- Need for constant connection (cell phone to ear between classes, many calls home, etc.)
- Less religious (One-in-five members say they have no religious affiliation or are atheist or agnostic, nearly double the proportion of young people who said that in the late 1980s)

- They are the "Look at Me" generation. Social networking sites like Facebook, MySpace and MyYearbook allow individuals to post a personal profile complete with photos and descriptions of interests and hobbies.
- Accept/trust authority and follow rules (vs. rebel against authority – Baby Boomers!)
- Spend more time with parents and adults (extremely close with parents / Mom as best friend. Roughly eight-in-ten say they talked to their parents in the past day. Nearly three-in-four see their parents at least once a week, and half say they see their parents daily.)
- Raised by increasingly indulgent parents (sheltered)
- Nurtured with increasing protection by pessimistic adults in an insecure environment
- Less interested in humanities

#### The Millennial College Student:

- Exposure / experimentation with “grown up” activity
- Exposure to vast information but less in depth
- Different patterns of social connection and intimacy
- Increasingly high levels of stress and anxiety
- Technological proficiency
- Part-time employment
- Ambitious but unrealistic expectations
- Well aware of campus and community rules, regulations and political correctness. However, see it as a challenge to find a way around the rule.

#### Millennial Parent Characteristics:

- Idealist
- Passionate
- Protective
- Involved
- Concerned
- Intelligent
- Demanding
- Prioritize education
- Knowledge about college experience
- Sense of entitlement
  - High cost of attendance
  - Regard for student as children, not adults
- Basic concerns are priority
- Expected to be involved from admission to graduation

#### Parental Affect:

- Reflect parent values
- Trust their parents
- Programmed
- Decisions are made for them
- Aim to please authority figures
- Celebrated

## **Case Studies for Dealing with First Year Students:**

### Encouraging Increasing Autonomy

Our responsibility as faculty and staff is to gradually wean students (vs. drop them in ice water) from sometimes overly dependent state to a state where they can be fully functioning independent adults. How do we do this with our first-year students while creating a culture of high expectations?

#### **Case #1**

A student comes to your office to pick up something she needs for class. You ask her how she is adjusting to college. She starts talking about how her mom is her best friend, how she talks to her mom about everything (well, almost everything!). You are about her mother's age and walk her to the door as she continues to talk. At the door she starts talking about her boyfriend back home, how he is jealous of her new male friends (even a new male friend who is gay!), etc. Finally, you indicate that you need to get home to your kids.

**Good:** You walked her to the door to indicate the conversation was coming to a close and set limits by indicating that you have a life outside teaching and need to give it attention.

**How could you help the student to be less dependent:** "I'm glad you trust me enough to share this with me. Have you also found other supportive people at OSU with whom you can connect?"

#### **Case #2**

A student comes to your office hours for "help". A paper was assigned 5 weeks ago and the due date is fast approaching. The student tells you he cannot find any sources. You ask if he has been to the library – "No". You ask if he has used electronic research tools through the library website – "No". In fact, the student indicated that he does not know how to search for sources using electronic research tools.

How could you help the student be less dependent: "I believe that you have the ability to succeed. Unfortunately, you are getting a late start on this and you apparently need to spend some time learning how to find sources. Depending on how much time you are willing to spend, it might be possible for you to learn how to find sources and write a good paper before the due date. If not, your grade on this assignment will probably suffer.

I encourage you to learn how to find sources at the library, it's a valuable skill. For assistance, go to the OSU web page; click on Libraries, then on "Ask a Question". Of the various ways a librarian could help, I would probably recommend that you call the humanities reference desk and the person can either walk you through what you need to do or set up an individual appointment to work with you."

## **Teaching Millennial College Students:**

What is required to effectively educate the millennial student with appreciation for their times and special needs might include the following.

- Establish clear expectations, and communicate these expectations early and often.
- Be consistent.
- Articulate all desired outcomes.
- Develop meaningful citizenship and character development goals and activities.
- Stress the role of the scientific method in understanding, as well as the potential abuses of science and data.
- Move to a learning-centered academic paradigm. These students are less likely to believe or appreciate if told, so they might better be served by being helped to discover for themselves (to paraphrase Galileo).
- Use active and creative methods to facilitate significant learning experiences.
- Teach "up" educational taxonomies. The millennial generation is probably even less inspired than earlier cohorts of students by the expectation that they memorize and regurgitate unapplied knowledge-level factoids, and they may actively rebel against doing so.

Incorporating facts into theory, applying theory to real life, and demonstrating the worth of information can contribute to student learning at process, not just content, levels, and can improve critical, creative, and practical thinking.

- Provide meaning through real-life application.
- Avoid the expectation of blind acceptance of academic authority.
- Maintain technological sophistication.
- Expand the parameters for class projects from the traditional paper to other types of demonstrations of research and learning.
- Offer many opportunities for interpersonal involvement. These should include active interaction in classes, informal interaction with instructors available during regular office hours and at other campus locations, active and intrusive developmental advising, and an array of other student services, including active and involving clubs and organizations. Involvement increases students' connections to the campus and so their retention, learning, and development.
- Appreciate diverse viewpoints.
- Moderate a customer-based service model. Some of the quality service initiatives have helped shift the perspective from faculty and staff convenience to student service. If a student customer model is adopted, it should be stressed that no rational customer expects to "get something for nothing" and that the customer is not always right.
- Lighten up. It is a difficult life for most millennial students, who frequently have numerous life issues and stressors, especially students who are dependent on financial aid, are working, and have families and other responsibilities. Statistically, student success is fragile at most schools, and a failure by instructors to appreciate other life priorities is an additional stressor. While stimulation and excitement might be appropriate in the classroom, the old fear-based learning model of "you had better learn this...or else" is rarely, if ever, called for.
- Expect their best.

\* (Adapted from 'The First-Year Experience at Illinois State University: A Guide for Faculty Teaching First-Year Students')

[http://www.provost.ilstu.edu/downloads/fye/FYE\\_ResourceGuide2007\\_2008.pdf](http://www.provost.ilstu.edu/downloads/fye/FYE_ResourceGuide2007_2008.pdf); A Portrait of "Generation Next" <http://people-press.org/report/300/a-portrait-of-generation-next>; GENERATION Y: THE MILLENNIALS <http://www.nasrecruitment.com/TalentTips/NASinsights/GenerationY.pdf>; Taylor, Mark L. Generation NeXt: Today's Postmodern Student—Meeting, Teaching, and Serving [http://www.taylorprograms.org/images/Gen\\_NeXt\\_article\\_HLC\\_05.pdf](http://www.taylorprograms.org/images/Gen_NeXt_article_HLC_05.pdf); and a presentation given by Eastern Illinois University

More information about this generation may be found in books such as:

- "Generation Me" by Jean Twenge <http://www.generationme.org/index.html>;
- "Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More" by Derek Bok <http://press.princeton.edu/titles/8125.html>
- "Enhancing Scholarly Work on Teaching and Learning: Professional Literature that Makes a Difference" by Maryellen Weimer <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787973815.descCd-description.html>
- "Achieving and Sustaining Institutional Excellence for the First Year of College" by Betsy O Barefoot et al. <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787971510.descCd-description.html>
- "My Freshman Year: What a Professor Learned by Becoming a Student" by Rebekah Nathan <http://www.aaup.org/AAUP/pubsres/academe/2006/MJ/BR/kuh.htm>
- "First in the Family: Your College Years: Advice About College from First Generation Students" by Kathleen Cushman <http://www.luminafoundation.org/newsroom/newsletter/Nov2006/firstinfamily.html>
- "Making the Most of College: Students Speak Their Minds" by Richard Light <http://www.hup.harvard.edu/catalog/LIGMAK.html>

## What Students May be Experiencing:

For many students, the transition to college is an exciting, yet scary, time. Freshman students are experiencing many firsts. They are coping with moving away from home, making new friends and transitioning to a new academic regimen. The following is a brief outline of some of the thoughts and feelings first-year students may be experiencing:

### September-October

- Homesickness/loneliness
- Excitement
- Doubts about choice of school
- Tendency to test new limits and boundaries
- Frequent calls or visits home
- Anxiety about roommate or roommates
- Concerns about social environment (“Do I fit in here?”)
- First exams occur, stress of mid-terms
- Love relationships from home may still be going strong

### November-December

- Roommate problems may be getting more serious
- Lots of exams and papers due around Thanksgiving break
- Excitement or anxiety about going home for the holidays
- Anxiety and sleeplessness in preparation for finals

### January-February

- Excitement for the start of the second quarter
- Remorse over a possible disappointing fall quarter
- Ongoing questions of college choice/Homesickness
- Confirmation of a right choice
- Winter blues

### March-April

- Lots of exams and papers due
- Anxiety and sleeplessness in preparation for finals
- Excitement about Spring Break
- Excitement for the start of spring quarter
- Anxiety over registering for fall quarter

### May-June

- Spring fever
- Lots of exams and papers due
- Anxiety and sleeplessness in preparation for finals
- Excitement or anxiety about going home for the summer
- Sense of achievement – made it through first year

\* (Adapted from ‘The First-Year Experience at Illinois State University: A Guide for Faculty Teaching First-Year Students’

[http://www.provost.ilstu.edu/downloads/fye/FYE\\_ResourceGuide2007\\_2008.pdf](http://www.provost.ilstu.edu/downloads/fye/FYE_ResourceGuide2007_2008.pdf))

## Autumn Quarter 2008 Important Dates:

\*\*Note—Important Dates subject to change\*\*

### Autumn Quarter Grade Posting Deadlines

Dec 15 (Midnight)2*	Mon	Non-Graduating grades need to be posted
Jan 4 (Midnight)	Sun	Last day grades may be posted electronically

Note: During “Finals Week” grades must be posted by midnight each night.

### Autumn Quarter Calendar

Sep 24	Wed	First day of classes for Autumn Qtr.
Oct 8	Wed	Deadline for Autumn Quarter students to withdraw from or enroll in and pay for Student Health Insurance.
Nov 11	Tue	Veterans’ Day observed—no classes, offices closed.
Nov 27	Thu	Thanksgiving Day—no classes, offices closed.
Nov 28	Fri	Columbus Day observed—no classes, offices closed.
Dec 5	Fri	Last day of regularly scheduled classes.
Dec 8-11	Mon-Thu	<a href="#">Final Examinations</a>

### Autumn Registration Dates

Sep 24	Wed	Last day for continuing students to register initially without penalty.
Sep 26	Fri	Last day to transfer colleges or make a campus change for Autumn ‘08.
Oct 3	Fri	Last day for new and former/returning students to register initially without a penalty.
Oct 8	Wed	“15th Day” for Autumn Quarter. The University reserves the right to refuse registration and/ or fee payment after this date.

### Autumn Add/Drop/Withdrawal Deadlines

Sep 26 (Midnight)	Fri	Last day to add an Autumn Qtr course without instructor’s written permission. (Advisor signature required for graduate students after this date)
<b>Oct 3</b>	<b>Fri</b>	<b>Last day to add an Autumn Qtr course with just written permission of instructor</b>
Oct 8	Wed	Deadline for Autumn Quarter students to withdraw from or enroll in and pay for Student Health Insurance.
<b>Oct 10</b>	<b>Fri</b>	<b>Last day to add an Autumn Qtr course with written permission of instructor and dept chair.</b>
Oct 10 (Midnight)	Fri	Last day to register for Audit option for Autumn Quarter. Last day to register for Pass/Non-Pass for Autumn Quarter (undergraduates only). Last day to add an Autumn Quarter course without petitioning (Third Week Rule). Last day to drop an Autumn Quarter course without a “W” on your record.
Nov 7	Fri	Last day to drop a course or withdraw from Autumn Quarter without petitioning.

\*\*To see important dates in other quarters, please visit the registrar’s website:

<http://www.ureg.ohio-state.edu/ourweb/more/index.html>

# Curricular/Co-curricular Information

The general education curriculum (GEC) provides OSU students with a diverse learning experience and provides for the development of knowledge, skills, and understanding which will facilitate future success. However, this curriculum requires many students to take a specific pattern of courses, especially in their first year. For this reason it is important to understand what types of courses our students are taking. Below is a very basic list GEC requirements with which you may want to familiarize yourself. Additionally, we have provided some co-curricular activities your students may be participating in and which you may choose to incorporate in your Freshman Seminar.

## GEC requirements from The Colleges of the Arts and Sciences:

All undergraduate students must obtain a minimum of 181 credit hours in order to graduate. Students outside of ASC will be completing a GEC similar to the one below, but tailored to meet the needs of their college.

### Within this minimum 181 credit hours:

- Skills, 40 hours
  - Writing and Related Skills 10 hours
  - Quantitative and Logical Skills, 10 hours
    - Basic Computational Skills
    - Mathematical and Logical Analysis
    - Data Analysis
  - Foreign Language, 0-20 hours
- Breadth, 45 hours
  - Natural Science 15 hours
  - Social Science 10 hours
  - Arts and Humanities 10 hours
    - Literature, 5 hours
    - Visual/Performing Arts, 5 hours
    - Cultures and Ideas
    - Additional Breadth, 10 hours
- Historical Study, 10 hours
- Diversity, 0 hours
  - International Issues
  - Social Diversity in the United States
- Issues of the Contemporary World, 5 hours

\*\*For a complete list of GEC requirements and courses which fulfill these requirements please visit the Arts and Sciences website at <http://artsandsciences.osu.edu/students/gec.cfm>

## First-Year Student Events:

For information on campus events for first-year students check out the OSU First-Year Experience website (<http://fye.osu.edu/>) or the OSU events calendar (<http://www.osu.edu/events/indexWeek.php>).

## Buckeye Book Community:

At orientation, each freshman student will receive a free copy of this year's OSU book club book. Many survey courses require that students read this book. If possible, you may want to incorporate the book topics into your seminar discussions.

**This year, students from the Colleges of Arts and Sciences will read:**

The Language of Baklava by Diana Abu-Jaber

The “language” of Diana Abu-Jaber’s memoir takes many forms: American life, Jordanian culture, memory, recipes—and even a chapter on HTML. Mostly, it’s Abu-Jaber’s journey between the two diverse cultures of her life—living in New York and growing up with her Jordanian father, Bud (aka Ghassen Saleh). Along the way, she introduces a cast of eccentric characters, unique locales (shish kabob cookouts at Lake Ontario, goat stew feasts in the desert), and recipes that range from American college student (Grilled Velveeta Sandwiches) to Mediterranean treats (Mad Genius Knaffea).

**Students from all other colleges will read:**

Mountains Beyond Mountains by Tracy Kidder

Written by Pulitzer-prize winning author Tracy Kidder, this nonfiction narrative follows Dr. Paul Farmer, a Harvard-educated physician and infectious disease specialist, as he undertakes the modern-day quest of bringing medical care to the world’s most needy. The book’s title, taken from the Haitian proverb “Beyond mountains there are mountains,” is an apt metaphor for the enormity of the world health crisis: just as you solve one problem, there’s another one right behind it. Undaunted, Dr. Farmer and his Partners in Health medical charity scale “the steep gradient of inequality” in an effort to cure the world.

For more information visit the OSU First Year Experience website: <http://fye.osu.edu/book.html>

## Learning Communities:

OSU offers many learning communities which give students a chance to live and study with other students who share their career goals and interests. Learning communities cover a variety of topics from engineering to visual and performing arts. If you are interested in teaching an existing or new Freshman Seminar within a learning community please contact [Mercerhill.1@osu.edu](mailto:Mercerhill.1@osu.edu). For a complete listing and description of Learning Communities visit the University Housing website at <http://housing.osu.edu/lc.asp>.

## Resources for Helping Troubled Students

Students commonly experience stress, pressure and anxiety as a result of the many transitions they make during their first year in college. Although most can successfully manage these issues, others have trouble. As faculty members, you may be the first person to notice a student in trouble, academically or personally. While it is not your responsibility to become involved, diagnose, or treat these problems, your willingness to help and, if necessary, refer a student to one of the many support services available may make an important difference in their ability to cope and prosper academically. The following is a list of resources which may be of help when encountering troubled students:

### **DRUG AND ALCOHOL TREATMENT:**

#### **Inpatient and Outpatient Treatment**

Columbus Health Department Alcohol & Drug Abuse Program

645-7306

240 S. Parsons Ave., Columbus, OH 43215

Out-patient prevention, assessment & intervention services.

#### **Comp Drug**

224-4506

700 Bryden Road, 3rd Fl., Columbus, OH 43215

Out-patient prevention, assessment, intervention, treatment, counseling, & support groups serving all populations.

**Concord Counseling Services, Inc**

882-9388

924 Eastwind Dr., Westerville, OH 43081

Outpatient programs for adults. Substance abuse counseling for children, adolescents, and families.

**Focus Healthcare**

85 E. Wilson Bridge Rd., Worthington, OH 43085

885-1944

**House of Hope for Alcoholics**

291-4691

825 Dennison Ave., Columbus, OH 43215

Resident treatment facility for adult males, adolescent males involved in the court system & outpatient recovery services.

**Maryhaven**

445-8131

1755 Alum Creek Dr., Columbus, OH 43207

Inpatient, intensive outpatient & aftercare for all populations.

**North Central Mental Health**

299-6600

1301 N. High St., Columbus, OH 43021

Outpatient counseling & drug/alcohol services for all populations.

**The Woods at Parkside**

471-2552

349 Olde Ridenour Road, Columbus, OH 43220

Intensive outpatient assessment, counseling, groups, medical services, and medication in association with addictions.

**Project Linden**

294-5677

1500 E. 17th Avenue, Columbus, OH 43219

Outpatient drug & alcohol treatment.

**The Ohio State University Hospitals East - Talbot Hall**

257-3760

1492 East Broad St., Columbus, OH 43205

Inpatient, partial hospitalization and out patient services for teens or adults and their families. Educational programs are also offered.

**Information, Assessment & Referral****First Link**

221-2255

340 South 5th Street, Columbus, OH 43215

24 hour community wide information/referral services.

**NetCare Access**

276-CARE

199 S. Central Avenue; 1515 East Broad Street, Columbus

Assessment, Crisis Intervention, and referral for alcohol and drug dependency issues for all ages.

**Treatment for Special Populations:**

**Africentric Personal Develop Shop, Inc.**

253-4448

Alcohol/drug assessment & counseling for African-Americans.

**Amethyst, Inc**

242-1284

Intensive outpatient & transitional housing for women & children.

**Aid to Pregnant Substance Abusers**

293-5469

Outpatient counseling & education for pregnant substance users.

**Child Development Council of Franklin Cty**

221-1709

Prevention & early intervention for cocaine babies & high-risk youth.

**Columbus H.D. Alcohol & Drug Abuse Prog**

645-7306

Specialized treatment services for women, African-Americans, children, professionals, & those on parole/probation.

**Diversified Community Services Inc**

253-8444

Intensive inpatient & outpatient services for offenders & families.

**House of Hope for Alcoholics**

291-4691 / 488-4773 (TTY)

Outpatient assessment, counseling & referral for the deaf / hearing impaired & their families.

**Maryhaven**

445-8131

Specialized intensive inpatient & outpatient services for pregnant women and adolescents.

**Neighborhood House**

252-4941

Special services for women, African-Americans, Hispanics, Asian-Americans and persons with low income.

**The Ohio State University Hospitals East - Talbot Hall**

257-3760

Special treatments, services for cocaine dependence, chemical dependence complicated by chronic pain, dual diagnosis, treatment for professionals and a unique Africentric program.

**Rosemont Center**

471-2626

Inpatient services for adolescent girls.

**HOTLINES**

**Alcoholics Anonymous**

253-8501

**Al-Anon/Al-Teen**

253-2701

**Choices Domestic Violence Crisis Line**

224-4664

**Cocaine Hotline**

443-COKE

**Hope Hotline**

228-4673

**Narcotics Anonymous**

1-800-451-3000

**National HIV / AIDS Information Line**

1-800-332-AIDS

**Senior Hotline**

294-3309

**Suicide Prevention**

221-5445

**Teen Crisis Line**

294-3300

**MENTAL HEALTH COUNSELING**

Mental Health Counseling services are available on The James/OSU Medical Center campus or at the OSU Internal Medicine Stoneridge location in Dublin.

Please contact:

Mental Health Counseling (Outpatient)  
300 West 10th Avenue  
Columbus, OH 43210

By phone:

Social Work Services – (614) 293-8427  
Mental Health Clinical Nurse Specialists – (614) 293-3237 or 293-4138  
Health Psychology Services – (614) 293-6077

Stress Management: [http://swc.osu.edu/health\\_stress.asp](http://swc.osu.edu/health_stress.asp)

**EATING DISORDERS**

*The Center for Balanced Living* provides eating disorders educational outreach, preventative services, research and comprehensive specialized eating disorders treatment through a continuum of care for women, men, and children of all cultural and economic backgrounds; and provides treatment for other mental health problems.

Phone: 614-293-9550

Website: [www.centerforeatingdisorders.org](http://www.centerforeatingdisorders.org)

Address: 445 East Granville Road, Building N, Worthington, OH 43085

*Counseling & Consultation Service* offers brief counseling and therapy to currently enrolled undergraduate and graduate students and their partners/spouses to help address personal, academic, and career concerns. Both individual and group counseling are available.

Phone: 614-292-5766

Website: [www.ccs.ohio-state.edu](http://www.ccs.ohio-state.edu)

Address: Younkin Success Center (4th floor), 1640 Neil Avenue

*Student Wellness Center* offers free nutrition counseling and education to currently enrolled students. To learn more or schedule an appointment, go to [www.swc.osu.edu/health\\_nutrition.asp](http://www.swc.osu.edu/health_nutrition.asp).

\*\*This information can be found on the OSU Student Wellness Center website:

[http://www.swc.osu.edu/health\\_bodyimage.asp](http://www.swc.osu.edu/health_bodyimage.asp)

### **RAPE PREVENTION**

SVES offers programs to reduce the incidence of rape and sexual assault and to aid and support rape survivors. Their programs include self-defense courses and rape prevention workshops for women and men, as well as speakers, literature, and videos for instructors to use in their classrooms. SVES also offers training to university counselors, police, medical personnel, and residence hall staff in assisting rape survivors. For further information, call 292-4527. SVES is located in the Student Wellness Center (337 W. 17th Avenue, Columbus, OH 43210), Room B130 RPAC or on the web at <http://www.swc.osu.edu>.

The escort service provides students with safe transportation in the general campus area during evening and early morning hours. Trained, uniformed students will walk or drive students to and from their destination within the service area and carry radios for direct contact with University Police.

The escort service is available by calling 292-3322 during the following times:

- Autumn Quarter: 7:30 p.m. to 2:50 a.m.
- Winter Quarter: 6:30 p.m. to 2:50 a.m.
- Spring Quarter: 7:30 p.m. to 2:50 a.m.
- Summer Quarter: 7:30 p.m. to 2:50 a.m.

\*\*This information can be found on the OSU Student Life and Annual Campus report websites:

[http://studentaffairs.osu.edu/safety\\_crime\\_envIRON.asp](http://studentaffairs.osu.edu/safety_crime_envIRON.asp)

[http://www.dispatch.com/wwwexportcontent/sites/dispatch/local\\_news/stories/2007/10/04/osu\\_crime\\_report.pdf](http://www.dispatch.com/wwwexportcontent/sites/dispatch/local_news/stories/2007/10/04/osu_crime_report.pdf)

### **VICTIMS OF DATING/DOMESTIC VIOLENCE**

Web resources:

[http://www.swc.osu.edu/sves\\_dating.asp](http://www.swc.osu.edu/sves_dating.asp)

<http://www.ohiohealth.com/body.cfm?id=980>

### **24-hour rape Helpline number**

(614) 267-7020.

### **Rape, Abuse and Incest National Network (RAINN)**

1-(800) 656-HOPE (toll free)

## Appendix A:

### Freshman Seminar Program Arts and Sciences 137 & 138 Student Evaluation

Seminar Title \_\_\_\_\_ Professor \_\_\_\_\_

Dear Freshman Seminar Participant,

We are interested in your feedback about the course you are enrolled in that is part of the Freshman Seminar Program. Your responses are very important to us and will be treated confidentially. Please do not put your name on this page. Please indicate to what extent you **agree** with each statement about your experience in the seminar by circling the appropriate number on the scale provided **and add additional comments** to clarify your responses about each item.

**1. I participated more in class discussions than in my other OSU classes.**

1                      2                      3                      4                      5  
Strongly Disagree    Disagree            Neither Agree nor Disagree    Agree            Strongly Agree

**Please add your comments about this statement:**

**2. I got to know the professor and other students better than in most of my other OSU classes.**

1                      2                      3                      4                      5  
Strongly Disagree    Disagree            Neither Agree nor Disagree    Agree            Strongly Agree

**Comments:**

**3. The seminar encouraged me to look for evidence about issues and think more analytically about the subject.**

1                      2                      3                      4                      5  
Strongly Disagree    Disagree            Neither Agree nor Disagree    Agree            Strongly Agree

**Comments:**

**4. Participation in the seminar made me think about taking more courses in this area.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**5. The workload was not too much for a one credit-hour course.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**6. It was clear what was expected of me in the seminar.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**7. The professor was knowledgeable about the subject matter.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**8. I would recommend this seminar to other students.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**9. I would take another seminar.**

1                      2                      3                      4                      5  
Strongly Disagree    Disagree            Neither Agree nor Disagree    Agree            Strongly Agree

**Comments:**

**10. How did you hear about Freshman Seminars?**

- My advisor
- Orientation
- Another student
- A Flyer in my residence hall
- A Flyer on campus
- The Freshman Seminars website
- A postcard
- A brochure
- Other (please specify)\_\_\_\_\_

**What is your biggest criticism of the seminar you took?**

**What is the thing you liked most about the seminar?**

**What is your biggest criticism about the Freshman Seminar Program?**

**What is the thing you liked the most about the Freshman Seminar Program?**

**Please add any additional comments about your seminar or the program:**

## Appendix B:

### Freshman Seminar Program Arts and Sciences 137 & 138 Faculty Evaluation

Seminar Title \_\_\_\_\_ Your Name \_\_\_\_\_

Dear Freshman Seminar Faculty,

As the Freshman Seminar Program is in an initial pilot phase, we are interested in feedback from both students and faculty. Your participation in this evaluation process was outlined in the original guidelines for your proposal and your responses will help make this program more successful. Please indicate to what extent you **agree** with each statement about your experience in the seminar on the scale provided **and provide additional comments** to clarify your response.

**1. Students participated more in the seminar than in most undergraduate courses.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**2. I got to know students better than in most undergraduate courses.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**3. The seminar format assists you in helping students think critically about the issues.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**4. The seminar met most of my expectations of what it would be like.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments (please address how it did or did not meet your expectations):**

**5. The students' knowledge base was what I expected.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**6. The student workload was appropriate for a one credit-hour course.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments (If not appropriate, do you think it was too much or too little work?):**

**7. My workload was not too much for a one credit-hour seminar.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**8. I would recommend teaching a freshman seminar to other faculty.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**9. I would like to teach this seminar again.**

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

**Comments:**

**10. I would be interested in teaching a different topic in this format.**

1                      2                      3                      4                      5  
Strongly Disagree    Disagree            Neither Agree nor Disagree    Agree            Strongly Agree

**Comments:**

**What is your biggest criticism about teaching this seminar?**

**What is the thing you liked most about teaching the seminar?**

**What is your biggest criticism about the Freshman Seminar Program?**

**What is the thing you like most about the Program?**

**Please add any additional comments about the program:**

## Appendix C:

### Levels and Types of Questions

[from *Tools for teaching* by Barbara Gross Davis (1993), pp. 83–85  
San Francisco: Jossey-Bass Publishers.]

#### **Balance the kinds of questions you ask.**

Experienced discussion leaders have found it helpful to develop a typology or inventory of questions such as these:

- *Exploratory questions* probe facts and basic knowledge: “What research evidence supports the theory of a cancer-prone personality?”
- *Challenge questions* examine assumptions, conclusions, and interpretations: “How else might we account for the findings of this experiment?”
- *Relational questions* ask for comparisons of themes, ideas, or issues: “What premises of *Plessy v. Ferguson* did the Supreme Court throw out in deciding *Brown v. Board of Education*?”
- *Diagnostic questions* probe motives or causes: “Why did Jo assume a new identity?”
- *Action questions* call for a conclusion or action: “In response to a sit-in at California Hall, what should the chancellor do?”
- *Cause-and-effect questions* ask for causal relationships between ideas, actions, or events: “If the government stopped farm subsidies for wheat, what would happen to the price of bread?”
- *Extension questions* expand the discussion: “How does this comment relate to what we have previously said?”
- *Hypothetical questions* pose a change in the facts or issues: “Suppose Gregg had been rich instead of poor; would the outcome have been the same?”
- *Priority questions* seek to identify the most important issue: “From all that we have talked about, what is the most important cause of the decline of American competitiveness?”
- *Summary questions* elicit syntheses: “What themes or lessons have emerged from today’s class?”

(Sources: Christensen, 1991; Jacobson, 1981; Rosmarin, 1987)

### **Vary the cognitive skills your questions call for.**

Different questions require different levels of thinking. Lower-level questions are appropriate for assessing students' preparation and comprehension or for reviewing and summarizing content. Higher-level questions encourage students to think critically and to solve problems. Various researchers have developed cognitive schemes for classifying questions. Bloom's (1956) system of ordering thinking skills from lower to higher has become a classic:

- Knowledge skills (remembering previously learned material such as definitions, principles, formulas): "Define *shared governance*." "What are Piaget's stages of development?"
- Comprehension skills (understanding the meaning of remembered material, usually demonstrated by restating or citing examples): "Explain the process of mitosis." "Give some examples of alliteration."
- Application skills (using information in a new context to solve a problem, answer a question, perform a task): "How does the concept of price elasticity explain the cost of oat bran?" "Given the smallness of the sample, how would you analyze these data?"
- Analysis skills (breaking a concept into its parts and explaining their interrelationships; distinguishing relevant from extraneous material): "What factors affect the price of gasoline?" "Point out the major arguments Shelby Steele uses to develop his thesis about affirmative action."
- Synthesis skills (putting parts together to form a new whole; solving a problem requiring creativity or originality): "How would you design an experiment to show the effect of receiving the Distinguished Teaching Award on a faculty member's subsequent career progress?" "How would you reorganize Bloom's taxonomy in light of new research in cognitive science?"
- Evaluation skills (using a set of criteria to arrive at a reasoned judgment of the value of something): "To what extent does the proposed package of tax increases resolve the budget deficit?" "If cocaine were legalized, what would be the implications for public health services?"

Also include questions that ask for hunches, intuitive leaps, and educated guesses. Stimulate students' thinking by varying the intellectual approach of your questions.

\*\*From OSU FTAD