Flex Course Request

College: EHE

Course Bulletin Listing: EDU T&L - EDUCATION: TEACHING & LEARNING

Course Prefix: -
Course Number: 727

Generic course or decimal subdivision? [ ]

Course Decimal: 50

Full Course Title: Integrated Teaching and Learning

Level: [ ] Undergraduate

[ ] Graduate

Credit Hours: 1-5

Proposed Effective Year: 12

Proposed Effective Term: Spring Quarter

Previous term(s) of offering and enrollment:

Flexibly Scheduled/Off-Campus/Workshop Course Information

Course Description:
Four Allen County School Districts are collaborating to establish and link their Outdoor Learning Centers (OLCs) for the direct benefits of 2,200 of their K-12 students.

Offering Pattern:
[ ] This year
[ ] Every other year

[ ] GEC Course

General Course Information Statement:

[ ] Offered in Distance Learning Format?

[ ] Service Learning?

Date Range(s):
Spring 2012 Quarter

Complete this section for off-campus courses

Off-campus ZIP code 45804

Explain differences in distribution of contact time with on-campus offerings

Instructor Dr. Dean Cristol
Rank Associate Professor

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
These individual green-spaces represent an opportunity to embark on a long-term commitment to unite students, educators, and communities in engaged learning, environmental awareness, and professional development.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name  Dr. Dean Cristol
Faculty Email  cristol.2@osu.edu
Contact Name  Sarah McNeill
Contact Dept  EDUTL
Contact Email  mcneill.27@osu.edu
Contact Phone  2-2476

Save  Validate

THE OHIO STATE UNIVERSITY  WWW.OSU.EDU
OHIO STATE FLEXIBLY SCHEDULED/OFF CAMPUS/WORKSHOP COURSE REQUEST

College: Education and Human Ecology
Department: Off-Campus Site: OSU Lima
(e.g., Portuguese)
Proposed QTR/YR of Offering: SU □ AU □ WI × SP □ 2012
Site Zip: 45804
Preterm

Flexibly Scheduled/Off Campus/Workshop Course Information: (Follow instructions in the OAA Academic Organization and Curriculum Handbook)

727.50 727.50: Outdoor Learning Centers working with Project WET to Teach Science, Math, Language and Visual Arts, and Social Studies 1-5 credits

<table>
<thead>
<tr>
<th>U □ Gx □ P □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
</tr>
<tr>
<td>Title of Approved/Proposed Course</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>Credit Hours</td>
</tr>
</tbody>
</table>

Dates Range: Autumn 2011—Spring 2012

Course Description: Four Allen County School Districts are collaborating to establish and link their Outdoor Learning Centers (OLCs) for the direct benefit of 2,200 of their K–12 students. These individual green-spaces represent an opportunity to embark on a long-term commitment to unite students, educators, and communities in engaged learning, environmental awareness, and professional development.

Complete the following for courses offered for less than term length or Workshops:

<table>
<thead>
<tr>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level and Credit Hours:</td>
<td>N/A</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>N/A</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Exclusion or Limiting Clause:</td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check one):</td>
<td>Letter □ S/U □ Progress □</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>30-150</td>
</tr>
<tr>
<td>Length of each class</td>
<td>7</td>
</tr>
</tbody>
</table>

General Information Statement: Teachers have options for training to use the Outdoor Learning Center:

- Project WET Workshop
- GPS and GIS training
- Weather Station training
- No Teacher Left Inside Workshop
- Inquiry-Based Learning Workshop
- Healthy Water Healthy People Workshop
- Making Sense of Data: Basic Math and Statistics for Scientific Study
- A workshop of your choice if approved prior to attending

Reading, reflection, attendance and lesson plans are required.

Complete this section for Off-Campus courses only:
Distribution of contact time (explain differences from on-campus offerings): n/a

Instructor  Dean Cristol PhD  Rank  Associate Professor

Qualifications (explain any difference in rank/qualification from on-campus instructors): n/a

Explain differences in teaching arrangements from on-campus offerings: n/a

Services/facilities: Mark those relevant for course; indicate how they will be provided at the off-campus site:

<table>
<thead>
<tr>
<th>Relevant?</th>
<th>How Provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>x NO</td>
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<tr>
<td>Laboratory</td>
<td>x NO</td>
</tr>
<tr>
<td>Computer</td>
<td>x NO</td>
</tr>
<tr>
<td>Audio/Visual materials</td>
<td>x NO</td>
</tr>
<tr>
<td>Discussion leaders/coordinators</td>
<td>x NO</td>
</tr>
<tr>
<td>Off-campus field experiences</td>
<td>x NO</td>
</tr>
<tr>
<td>Other</td>
<td>x NO</td>
</tr>
</tbody>
</table>

Will course be taught in distance learning format: [ ] YES  [x] NO

Student Services (explain how they will be provided to off-campus students):

Registration: On site registration

Office Hours

Academic Advising: Email

GENERAL INFORMATION (Please respond to all items for Flexibly Scheduled/Off Campus/Workshop courses)

1. Attach the rationale for proposing this Flexibly Scheduled/Off Campus/Workshop course.
2. Previous quarter(s) of offering and enrollment:
3. Expected enrollment for proposed quarter of offering;
4. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives, methods of evaluation, off-campus field experience, and other items as stated in the OAA Academic Organization and Curriculum Handbook.

PLEASE FILL OUT SCHEDULING INFORMATION BELOW

APPROVAL SIGNATURES (As needed. All signatures on line in ALL CAPS (e.g., ACADEMIC UNIT) must be completed

[ ] Approve  [ ] Disapprove

Academic Unit Undergraduate Studies Committee Chair (Undergrad course)  Date
[ ] Approve  [ ] Disapprove

Academic Unit Graduate Studies Committee Chair (Undergrad/Graduate course)  Date
[ ] Approve  [ ] Disapprove

School/College Undergrad Curriculum Committee (Undergrad/Grad course)  Date
[ ] Approve  [ ] Disapprove

School/College Graduate Curriculum Committee (Undergrad/Grad course)  Date
[ ] Approve  [ ] Disapprove

ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR  Date
[ ] Approve  [ ] Disapprove

COLLEGE DEAN  Date
[ ] Approve  [ ] Disapprove

ASC Curriculum Committee Chair (If Appropriate)  Date
[ ] Approve  [ ] Disapprove

University Honors Center (If Appropriate)  Date
[ ] Approve  [ ] Disapprove

Office of International Education (study tour only)  Date
[ ] Approve  [ ] Disapprove

ACADEMIC AFFAIRS  Date

SCHEDULING INFORMATION

<table>
<thead>
<tr>
<th>Course No: 727.50</th>
<th>Limit: 25</th>
<th>Credit</th>
<th>Restriction</th>
<th>Section</th>
<th>Type</th>
<th>Z</th>
<th>X</th>
<th>O</th>
<th>D</th>
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</thead>
</table>

[ ] AM

Quarter Dates to be determined Days Time  [ ] PM  [x] or Term 1  [ ] Term 2

(If not standard term or quarter)

Sch 25 Need Type

Sched 25 Room  NSM - needs room
<table>
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<tr>
<th>Requested Bldg/Room</th>
<th>Characteristics (per Classroom Pool List)</th>
<th>ASM - pre-assign</th>
<th>AXM - cross-listed</th>
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</thead>
<tbody>
<tr>
<td>to be announced</td>
<td>Rm 133 Calvin Hall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructor: Dean Cristol  
Contact person: Dawn Wingate  
Campus Lima  
Phone number: 419-995-8437
The Ohio State University College of Education and Human Ecology  
School of Teaching and Learning  
727.50: Outdoor Learning Centers working with Project WET to Teach Science,  
Math, Language and Visual Arts, and Social Studies  
Spring Quarter 2012  
1-5 credit hours  
Times to be determined

Dean Cristol, PhD  
Academic Coordinator of Educational Programs  
The Ohio State University at Lima  
470E Galvin  
4240 Campus Drive  
Lima, Ohio 45804  
419-995-8274 (office)  
419-995-8094 (fax)  
cristol.2@osu.edu

Beth Seibert  
Allen County Soil and Water District  
Campus Drive  
Lima, OH 45804

Beth Theisen  
Mark Moor  
Naturalist  
Johnny Appleseed Metropolitan Park

Dawn Wingate  
Professional development Coordinator  
The Ohio State University at Lima  
236 Galvin Hall  
4240 Campus Drive  
Lima, Ohio 45804  
419-995-8437  
wingate.2@osu.edu

727.50: Outdoor Learning Centers Working with Natural Ohio to Teach Science,  
Math, Language and Visual Arts, and Social Studies  
1--5 credits spring quarter 2012

Four Allen County School Districts are collaborating to establish and link their Outdoor  
Learning Centers (OLCs) for the direct benefit of 2,200 of their K – 12 students. These  
individual green-spaces represent an opportunity to embark on a long-term commitment
to unite students, educators, and communities in engaged learning, environmental awareness, and professional development.

**Schools participating and partnering in this endeavor are:**
- Lima City South Middle School
- Spencerville School
- Lima Central Catholic High School
- Allen East School

**Other participants:**
- Lima Public Library
- Allen Soil and Water Conservation District (ASWCD)
- Johnny Appleseed Metropolitan Park District (JAMPD)
- Alloway Environmental Testing Services
- Allen County Master Gardeners
- Lima Kiwanis Club
- Allen County Stormwater Partnership
- Allen County Education Service Center
- WLIO Television Station

Graduate Level: 1 - 5 quarter hour credit, Spring Quarter; No prerequisites

**Course Objectives/Learning Outcomes**
Following successful completion of the course, the participant will be able to:
- 2,200 students will have the opportunity to gain a deeper understanding of environmental issues by investigating the many features of the individual OLCs using hands-on, discovery, and inquiry-based learning.
- Students in grades 2-12 will link their outside learning activities to their indoor classroom curriculum through the use of technology.
- Students will share their data, findings, and learning experiences.
- All four schools have a weather station which is linked with WLIO TV station which will share data and information to the Lima/WLIO television area.
- adapt and create their own student-centered teaching activities to fit the needs of their subject area.
- improve the depth of knowledge and level of comprehension within their subject area.
- uncover misconceptions, strengthen their understanding of how topics are interrelated and reveal topics that need further study and reinforcement.

**Menu of Workshop Activities for Graduate Credit:**
- Project WET Workshop
• GPS and GIS training
• Weather Station training
• No Teacher Left Inside Workshop
• Inquiry-Based Learning Workshop
• Healthy Water Healthy People Workshop
• Making Sense of Data: Basic Math and Statistics for Scientific Study
• A workshop of your choice if approved prior to attending

All workshops have course time, online time, reading and implementation of course information into the classroom with lesson plan(s), data and use of the outdoor learning center with their classroom.

Learning Outcomes:
• Teachers will determine the limits of their knowledge and uncover misconceptions as they consider and discuss the topics of the subject they teach.
• Teachers will be able to make connections between subject area topics as they clarify how topics are interrelated and can be taught in the outside learning center.
• Teachers will be able to identify and support the value of having their students use direct experiences as a means of increasing the level of critical thinking.
• Teachers will adapt their current teaching methods and lesson plans to incorporate techniques that push students to use a higher level of critical thinking.
• Teachers will practice guiding their class during engagement activities where students are up and moving, where students are creating a novel experience or during activities and discussions that have undetermined outcomes.
• Teachers will integrate techniques in their classroom that make the students the center of the learning experience and move away from lecture and other teacher-centered techniques.
• Teachers will submit integrated lesson plan(s) according to the suggested format

Required Texts and Course Materials
Course participants read, analyze and implement the activities recommended and referenced by key presenters:

Recommended reading materials and referenced websites included, but others may be used if approved prior to use:
• *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder* by Richard Louv
• *The Everything Green Classroom Book: From recycling to conservation, all you need to create an eco-friendly learning environment* (Everything Series) by Tessa Hill
• *The Dirt on Dirt* by Paulette Bourgeois
• *Cereal Bowl Science and Other Science Investigations with the Newspaper* by Anne Coburn-Griffis for the Newspaper Association of America
• *How Groundhog’s Garden Grew* by Lynne Cherry
• *A Sand County Almanac* (Outdoor Essays & Reflections) by Aldo Leopold
• *Silent Spring* by Rachel Carson
• *Insects and Gardens: In Pursuit of a Garden Ecology* by Eric Grissell and Carl Goodpasture
• Purdue University, Turfgrass Science Program *Soil Testing for Lawns*
• National Wildlife Federation *Habitat for Sale*
• National Wildlife Federation *Water, Water Everywhere?*
• Indiana Wildlife Federation *Phosphorus Fact Sheet*
• *The American Surveyor* “Original Land Subdivisions of Ohio”
• www.smokeybear.com
• www.plt.org (Project Learning Tree)
• www.fs.fed.us (US Forest Service)
• www.ohiodnr.com/forestry

Suggested reading to students as part of the lesson plan:

**Title**
- Possum Come a-Knockin’
- Over In the Meadow
- The Great Kapok Tree
- One Tree
- A Log’s Life
- What Do You Do With a Tail Like
- Hey Little Ant
- Don’t Laugh, Joe!
- One Small Place in a Tree
- An Egg Is Quiet
- Stellaluna
- Wonderful Worms
- The Tree in the Wood, an Old Nursery Song
- The Crawly Caterpillar
- Poetry for Young People- Animal Poems
- What Do You Do When Something Wants to Eat You?
- In the Snow: Who’s Been Here?

**Author**
- Nancy Van Laan
- Lynne Cherry
- Leslie Bockol
- Wendy Pfeffer
- Steve Jerkinds & Robin Page
- Phillip & Hannah House
- Keiki Kasza
- Barbara Brenner
- Dianna Aston & Sylvia Long
- Janell Cannon
- Judith Nicholls
- Steve Jenkins
- Lindsay Barrett George
- Donald M. Silver
- Bonnie Worth

**Illustrator**
- George Booth
- Ezra Jack Keats
- Jillian Phillips
- Robin Brickman
- Debbie Tilley
- Tom Leonard
- Loretta Krupinski
- Christopher Manson
- Mara van de Meer
- Simona Molazzani
- Patricia J. Wynne &
- Dianne Ettl
- Aristides Ruiz
- Bonnie Worth & Joe Mathieu
- Jennifer Ward
- Jamiehael Hentery
There's A Map on My Lap!- All About Maps
How Animals Move
Welcome Spring!
Owl Moon
Elizabite-Adventures of a Carnivorous Plant
I'm a Duck!
Bumblebee At Apple Tree Lane
Sky Tree
Butterflies
Tracks, Scats & Signs
Become A Nature Detective
Gotta Go! Gotta Go!
It's Science! All Kinds of Animals
All About Turkeys
Under One Rock; Bugs, Slugs, and Other Ughs

<table>
<thead>
<tr>
<th>Tish Rabe</th>
<th>Aristides Ruiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Byrne</td>
<td></td>
</tr>
<tr>
<td>Megan E.</td>
<td>Paul Enunn</td>
</tr>
<tr>
<td>Boyant</td>
<td>John Schoenherr</td>
</tr>
<tr>
<td>Jane Yolen</td>
<td></td>
</tr>
<tr>
<td>H.A. Rey</td>
<td>Teri Sloat</td>
</tr>
<tr>
<td>Galvin</td>
<td>Laura Gates</td>
</tr>
<tr>
<td>Kristin Kest</td>
<td></td>
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<tr>
<td>Thomas Locker</td>
<td></td>
</tr>
<tr>
<td>Emily Neye</td>
<td>Ron Broda</td>
</tr>
<tr>
<td>Leslie Dendy</td>
<td></td>
</tr>
<tr>
<td>Andrea Gibson</td>
<td></td>
</tr>
<tr>
<td>Sam Swope</td>
<td>Linda Garrow</td>
</tr>
<tr>
<td>Sally Hewitt</td>
<td></td>
</tr>
<tr>
<td>Jim Armosky</td>
<td></td>
</tr>
<tr>
<td>Anthony D. Fredericks</td>
<td>Jennifer KiRubbio</td>
</tr>
</tbody>
</table>

I am willing to accept any lesson plan format that has the activities aligned to Ohio standards, those presently used or those that are to be implemented in 2014. This format has the new Science standards outline with the 5-F clarification for instruction that is recommended for science teaching.

**Suggested Lesson Plan Format:**

<table>
<thead>
<tr>
<th>Integrated Lesson Plan</th>
<th>Grade</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title:</td>
<td></td>
<td>Dates:</td>
</tr>
</tbody>
</table>

**Science Integrated with:**

- Mathematics
- English Language Arts
- Social Studies
- Science Theme(s)
- Science Strand(s)
- Science Topic(s)

**Learning Expectations:**

- What do you want students to know?
- What skills do you want the students to develop?
- What attitudes or actions will be developed?

**Instructional Resources**

- Day 1—Clarification for Instruction
- Pre-Assessment
- Engage
- Explore
- Explain
- Expand

**Outside Activity using the outdoor learning activity:**
<table>
<thead>
<tr>
<th>Day 2—Clarification for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
</tr>
<tr>
<td>Explore</td>
</tr>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Outside Activity using the outdoor learning center:</td>
</tr>
<tr>
<td>Assess</td>
</tr>
<tr>
<td>Lesson Closure</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3—Clarification for Instruction</th>
</tr>
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<tbody>
<tr>
<td>Engage</td>
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<tr>
<td>Explore</td>
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<tr>
<td>Explain</td>
</tr>
<tr>
<td>Expand</td>
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<tr>
<td>Outside Activity using the outdoor learning center:</td>
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<tr>
<td>Assess</td>
</tr>
<tr>
<td>Lesson Closure</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4—Clarification for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
</tr>
<tr>
<td>Explore</td>
</tr>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>Expand</td>
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<tr>
<td>Outside Activity using the outdoor learning center:</td>
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<tr>
<td>Assess</td>
</tr>
<tr>
<td>Lesson Closure</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5—Clarification for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
</tr>
<tr>
<td>Explore</td>
</tr>
<tr>
<td>Explain</td>
</tr>
<tr>
<td>Expand</td>
</tr>
<tr>
<td>Outside Activity using the outdoor learning center:</td>
</tr>
<tr>
<td>Assess</td>
</tr>
<tr>
<td>Lesson Closure</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

Grading Plan/Rubric:

- **5 Credit Hours:**
  - Attendance: 20%
  - Discussion and Participation: 10%
  - Participant Selected Reading Reflection: 20%
  - 5 Lesson Plans and Implementation of OLC: 50%

- **4 Credit Hours:**
  - Attendance: 20%
  - Discussion and Participation: 10%
Participant Selected Reading Reflection  20%
4 Lesson Plans and Implementation of OLC  50%

3 Credit Hours:
Attendance  20%
Discussion and Participation  10%
Participant Selected Reading Reflection  20%
3 Lesson Plans and Implementation of OLC  50%

2 Credit Hours:
Attendance  20%
Discussion and Participation  10%
Participant Selected Reading Reflection  20%
2 Lesson Plans and Implementation of OLC  50%

1 Credit Hour:
Attendance  20%
Discussion and Participation  10%
Participant Selected Reading Reflection  20%
1 Lesson Plan and Implementation of OLC  50%

Grading Scale:

S/U graded course:
S = 83% or higher   U = 82.99% or lower

Policies for Missed Exams/Quizzes
Attendance is expected.

Policies for Student Conduct and Participation
Attendance is expected. Participation, planning and implementation are graded.
Final reflections or lesson plans and implementation will be submitted by email or sent to:
Dawn Wingate
Professional Development Program Coordinator
The Ohio State University at Lima
4240 Campus Drive
Lima, OH 45804

Due date: June 1, 2012

Academic Misconduct -- The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If CCAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. On the Lima Campus please contact Karen Meyer, Disability Services Coordinator, 145 Public Service/Administration Bldg. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity** -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**U/G Courses** This course will only be offered for graduate credit.

**Off-Campus Field Experiences** -- Describe the nature of and provisions made for off-campus field experiences in terms of: (1) collaboration between OSU and school (or other) partners and (2) what will be the evidence that field experience objectives have been attained.

**Technology** -- Presenters integrate technology; participants use websites related to course and complete assignments via internet.