Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Off Campus
Term of Offering: Summer 2012 - Seven Week Summer Session
Level/Career: Graduate
Rationale for proposing this offering: Contract class for Columbus City Schools
Description for this offering: Learn science concepts and strategies for effectively integrating science and literacy in the elementary classroom, including inquiry, the learning cycle, and informational text.

Attachments

• 6892 Lightle Flex Course Request Form Summer 2012.doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
• 6892 Syllabus Summer 2012 Lightle.docx
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved by GSC. (by Mercerhill,Jessica Leigh on 04/13/2012 09:46 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/13/2012 09:46 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/13/2012 09:46 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/13/2012 09:46 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __20______________
2. Enrollment Capacity 20 ______________
3. Waitlist Capacity 0 ______________
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
     a. Exam Seat Spacing ______________
5. Special Instructions or Additional Information

6. Class Search Title (18 character limit) Sci Lit K-6 Clsrn ______________
7. Display in Class Search:
   - [ ] Yes  [x] No
8. Credit Hours 3 ______________
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [x] Independent Study
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Laboratory
    - [x] Lecture
    - [ ] Independent Study
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions None

13. Permission to Enroll in this course:  □ No Consent needed  □ Department Consent  
     □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan. Not a GE

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  6/18/12-8/3/12

2. Previous quarter(s) of offering and enrollment n/a

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Northgate Center- 43229

6. Will course be taught in distance learning format:  □ Yes  □ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad/ 3</td>
<td>Grad/3</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>6 hours each week for 7 weeks</td>
<td>None</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Exclusion or Limiting:</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
<td>☐ Letter ☑ S/U ☐ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>80</td>
<td>Total hours of class meetings: 42</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
No difference compared to on-campus; 6 hours each week for 7 weeks, 80 hours of out of class work

Instructor Kimberly Lightle
Rank: Instructor

Qualifications (explain any difference in rank/qualification from on-campus instructors)
No difference

Explain differences in teaching arrangements from on-campus offerings
No difference

Student Services (explain how they will be provided to off-campus students):
Registration Handled between AEHE Outreach & Engagement staff and the Graduate School

Office Hours

Academic Advising After each class and virtual office hours and/or face-to-face appointments

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Video Taught

3. Meeting Pattern:
   - [ ] MON   [ ] TUE   [ ] WED    [ ] THR     [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name/n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<td>1</td>
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<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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<td>5</td>
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</table>

9. Notes: ______________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):

- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Lab
- [ ] Lecture
- [ ] Recitation
- [ ] Seminar
- [ ] Workshop

2. Instruction Mode. (Choose only ONE):

- [ ] Clinic Field Experience
- [ ] Computer taught
- [ ] Distance Learning
- [ ] Flexibly Scheduled
- [ ] In Person
- [ ] Video Taught

3. Meeting Pattern

- [ ] MON
- [ ] TUE
- [ ] WED
- [ ] THR
- [ ] FRI
- [ ] SAT
- [ ] SUN

4. Meeting start time: __________

5. Meeting end time: __________

6. Instructors. Provide at least 1 primary instructor.

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<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room:  
- [ ] Pool
- [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<th>Priority</th>
<th>Characteristic</th>
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<td>5</td>
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</table>

9. Notes: ______________________________________________________________

_____________________________________________________________________
_____________________________________________________________________
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9a. Notes print location relative to class listing:  
- [ ] Do not Print
- [ ] Before
- [ ] After
Instructors

Kimberly Lightle, Ph.D.
1929 Kenny Road, Suite 400
614-688-3485
klightle@ehe.osu.edu

Jessica Fries-Gaither
1929 Kenny Road, Suite 400
614-247-7893
jfries-gaither@ehe.osu.edu

Course Overview
Learn strategies for effectively integrating science and literacy in the K-6 classroom in this professional development course. The course will support teacher’s understanding of science concepts in the life, earth, space, and physical sciences; be structured around the seven essential principles of climate literacy; and reflect the latest State of Ohio Science Standards. We'll also examine inquiry-based instruction, the learning cycle framework, informational text, and multi-genre nonfiction text sets. Finally, you'll experience how all these elements can come together in lessons that you can incorporate into your classroom.

Course Objectives
Following successful completion of this course, participants will be able to:

1) Explain the essential principles of Earth’s climate system as described in the Climate Literacy National Standards document.
2) Describe aspects of inquiry and the inquiry continuum.
3) Describe the phases of the learning cycle.
4) Write testable questions and design experiments to answer those questions.
5) Analyze aspects of informational text.
6) Create lessons that integrate the inquiry continuum (in the form of the learning cycle) and informational texts that foster science content knowledge and literacy skills.

Required Texts and Course Materials (all materials are available online)


**Grading Scale**

Satisfactory: 83% or above  
Unsatisfactory: 82% and below

**Grading Plan**

Participation – 9%  
Quizzes – 18%  
In-Class Work – 18%  
Discussion Board Posts and Comments – 26%  
Final Project (includes reflection and presentation) – 29%

More information about these categories is provided in the Assignment Details section on page 7.
## Topical Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Science Concepts</th>
<th>In Class Activities</th>
<th>Homework</th>
</tr>
</thead>
</table>
| Wednesday, June 20 | **Sun’s light warms Earth’s air, land, and water**  
**How variation in daylight hours are associated with seasonal change**  
**Observations about the seasons, including weather, behavior, and changes in the plants and animals they see outside.**  
**Earth’s climate is regulated by a number of components, including the atmosphere, oceans, land, ice, clouds, the Sun, and living** | **Introduction to course and syllabus**  
**Overview of 7 essential principles and Beyond Weather and the Water Cycle**  
**Describe the alignment of content to be covered to CPS course of study**  
**Pedagogy focus: 4 strands of science proficiency**  
**Experience a learning cycle lesson**  
**Introduction to Carmen** | 1) Watch expert presentations for Principles 1 and 2  
2) Read BSCS (2006)  
3) Post questions and reflection to Carmen |
| Wednesday, June 27 | **Q&A Session with climate education expert**  
**Talk about Take Action! make solar cookers, renewable energy**  
**Read informational texts and practice making predictions; visualizing**  
**Read and share books from bookshelves**  
**Pedagogy focus: inquiry** |                                                                                                                                                  | 1) Watch expert presentations for Principles 3 and 4  
2) Read Learning Cycle article  
3) Post questions and reflection to Carmen |
**organisms**

**Principle 1:** The Sun warms the planet, drives the hydrologic cycle, and makes life on Earth possible. The amount of sunlight received on Earth’s surface is affected by the reflectivity of the surface, the angle of the Sun, the output of the Sun, and the cyclic variations of the Earth’s orbit around the Sun.

**Principle 2:** Earth’s climate is influenced by interactions involving the Sun, ocean, atmosphere, clouds, ice, land, and life. Climate varies by region as a result of local differences in these interactions. The oceans exert a major influence on the world’s climate by storing solar energy and distributing it around the planet through currents and atmospheric winds.

<table>
<thead>
<tr>
<th>Wednesday, July 4 – NO CLASS</th>
<th>Wednesday, July 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Animals and plants can only survive in certain environments</td>
</tr>
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<td></td>
<td>Migratory patterns of various animals and how migration is connected to changing environmental conditions</td>
</tr>
<tr>
<td></td>
<td>Fossils provide</td>
</tr>
<tr>
<td></td>
<td>Q &amp; A Session with climate education expert</td>
</tr>
<tr>
<td></td>
<td>Read informational texts and practice making inferences, asking and answering questions</td>
</tr>
<tr>
<td></td>
<td>Read and share books from</td>
</tr>
<tr>
<td></td>
<td>1) Watch expert presentations for Principles 5 and 6</td>
</tr>
<tr>
<td></td>
<td>2) Read article(s) about informational text</td>
</tr>
<tr>
<td></td>
<td>3) Post questions and reflection to Carmen</td>
</tr>
</tbody>
</table>
**Principle 3:** Most plants and animals live in areas with very specific climate conditions, such as temperature and rainfall patterns. The climate around the globe gives rise to a variety of ecosystems. Changes to climate affect organisms found in those ecosystems; organisms respond to climate changes by adapting or migrating.

**Principle 4:** Climate is not the same thing as weather. Weather is the minute-by-minute variable condition of the atmosphere on a local scale. Climate is a conceptual description of an area’s average weather conditions and the extent to which those conditions vary over long time intervals.

| Wednesday, July 18 | 1) Watch expert presentations for Principle 7 and digital literacy 
2) Read Ebbers (2002) 
3) Read another literacy article | bookshelves | Talk about Take Action! gardening, plant a tree 
Pedagogy focus: learning cycle | How scientists study Earth’s climate in present times – and make predictions about the future 
Collect and analyze data or learn about tools and
Q & A Session with climate education expert 
Read informational texts and practice evaluating and making connections |

| information about past climates |
| Earth’s climate has been different in the past and that scientists can use certain records to reveal its history |
technologies that make data collection possible
- Effects of litter, air pollution, and water pollution
- Role of Earth’s atmosphere in trapping heat and maintaining a temperature that supports life

**Principle 5:** To figure out the future of climate change, scientists develop and use tools to measure how the Earth responds to change. Some of these tools are global climate models. Using models, scientists can better understand how the Earth works and how it will react to change in the future. These models take into account all the parts of the Earth system.

**Principle 6:** Greenhouse gas emissions and large changes in land cover, which have widespread impacts throughout the Earth system, are linked to a warming climate.

<table>
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<tr>
<th>Wednesday, July 25</th>
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<th>4) Post questions and reflection to Carmen</th>
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<tbody>
<tr>
<td>• Availability of freshwater worldwide and extreme weather events</td>
<td>• Q &amp; A Session with climate education expert</td>
<td>1) Read Ready, Set, Science! Chapters 5 and 6</td>
</tr>
<tr>
<td><strong>Principle 7:</strong> Current and predicted consequences of climate change. The</td>
<td>• Read informational text and practice summarizing and synthesizing</td>
<td>2) Learning Cycle plans and presentations</td>
</tr>
<tr>
<td></td>
<td>• Read and share books from bookshelves</td>
<td>3) Post reflection to Carmen</td>
</tr>
<tr>
<td></td>
<td>• Talk about Take Action! 3Rs, energy vampires</td>
<td></td>
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<tr>
<td></td>
<td>• Pedagogy focus: informational text</td>
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</tbody>
</table>
importance of this principle is readily apparent: our world is changing, the degree of changes is projected to increase, and many of the consequences will create hardship for humans.

<table>
<thead>
<tr>
<th>Bookshelf</th>
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<tbody>
<tr>
<td>• Talk about Take Action! water conservation</td>
</tr>
<tr>
<td>• Pedagogy focus: Integrating literacy with text sets</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday, August 1</th>
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<tbody>
<tr>
<td>The Guiding Principle helps to provide the context for how we can minimize impacts, build resilient communities, and protect the ecosystems that sustain us. All of the Essential Principles of Climate Literacy are framed by this Guiding Principle, which addresses the vitally important social, economic, and environmental challenges and solutions that are required in order to meet the climate challenges we and future generations face.</td>
</tr>
<tr>
<td>• Focus on Guiding Principle for Informed Climate Decision</td>
</tr>
<tr>
<td>• Q &amp; A Session with climate education expert</td>
</tr>
<tr>
<td>• Digital Literacy and the Library: Working with your media specialist</td>
</tr>
<tr>
<td>1) Watch expert presentation for Guiding Principle for Informed Climate Decision</td>
</tr>
<tr>
<td>2) Learning Cycle plans and presentations</td>
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<table>
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<tr>
<th>Wednesday, August 8 (finals week)</th>
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<tbody>
<tr>
<td>Present Learning Cycle lesson plans</td>
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**Assignment Details**

**Participation – 30 points**

Due to the hands-on nature of this course, attendance and full participation is required. Participation will be assessed at the end of each day's class using a 5-point rubric.

**Quizzes – 60 points**

Six quizzes will assess participant understanding of the major concepts covered in the course (science concepts, inquiry, nonfiction and informational text sets, and
the learning cycle). Quizzes will be 10 questions in length and will consist of multiple choice and short answer questions and will be given via Carmen.

Discussion Board Posts and Before-During-After Guide Writing Assignments – 90 points

Discussion board posts and before-during-after guides provide an opportunity for participants to reflect on assigned readings, web seminars, and daily activities and to make progress on their final projects. In total, participants are expected to complete six discussion board posts and three before-during-after guides.

In Class Activities – 60 points

While participation is expected in all in-class activities, teachers will be expected to produce artifacts to demonstrate understanding during certain activities.

Final Project, Reflection, and Presentation – 100 points

Each participant is expected to create a full learning cycle lesson and text set by applying the concepts presented over the course. While some initial work will happen in class, the majority of work must be done outside of class hours. Examples and a template will be provided in class. References should be written in APA format. Lessons must be uploaded to Carmen by 5 p.m. on Friday, July 29. Any paper artifacts can be scanned and attached to the lesson, or dropped off at Jessica Fries-Gaither’s office (1929 Kenny Road). Lessons will be assessed on a rubric. Each person will present their lesson to the rest of the class during the time normally reserved for the final exam.

A one page reflection will be due at the time of the final project (5 p.m. on July 29). In this paper, students should reflect on the course content and final project and explain how they will integrate this new knowledge into their classroom teaching. Papers should be 12-point font and single-spaced. Any references, though not required, should be written in APA format. The reflection must be uploaded to Carmen by 5 p.m. on Friday, July 29. Reflections will be assessed on a rubric.

Policies for Missed Exams/Quizzes

Due to the hands-on nature of this class, attendance is required. Lab activities are difficult to make up, and there is no substitute for hands-on experience! In the event of an emergency (death in the family, illness, etc.), please speak with the instructors.

Office Hours

Instructors are available to meet with participants by appointment. Instructors will also hold virtual office hours during the week. More information on virtual office hours will be provided during the course.
Policies for Conduct and Participation

Participants are expected to conduct themselves in a safe and responsible manner, especially when dealing with equipment and materials. Instructors will discuss and model safety procedures, which are to be followed at all times. Individuals who fail to comply with safety procedures will be asked to leave the class.

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.

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 COAM 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/resource_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/. 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.
Flex Course Request Form

College: EHE     Course Bulletin Listing: EDUTL

Course Number: 6892   Generic course or decimal subdivision: Y

Level: Graduate     Grade Option: S/U     Credit Hours: 3

Proposed Effective Year: 2012   Proposed Effective Term: Summer

Previous Terms of Offering: n/a

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: Learn science concepts and strategies for effectively integrating science and literacy in the elementary classroom, including inquiry, the learning cycle, and informational text.

25 word limit

Course offered less than term length: Y     Distribution of Class Time: 6 hours each week for 7 weeks

Offering Pattern: Distance Learning Format: N     Section Size: 20     Date Range: June 18-August 3, 2012

Off-Campus Offering: Y     Off-Campus ZIP code: 43229     Off-Campus Location: Northgate Center

Hours Out-of Class Preparation: 80     Total Class Meeting Hours: 42 hrs     Length of each Class: 6 hrs

Advertised Course Title: Science, Literacy, and K-6 Classrooms

Faculty Name: Kimberly Lightle     Faculty Rank: Director A4

Faculty Phone: 614-688-3485     Faculty E-mail: klightle@ehe.osu.edu

Secondary Instructor: Jessica Fries-Gaither     Desired Access: Post

SI Phone: 614-247-7893     SI E-mail: jfries-gaither@ehe.osu.edu

Third Instructor: Terry Shiverdecker     Desired Access: Post

TI Phone: 614-292-3683     TI E-mail: tshiverdecker@ohiorc.org

Academic Advising Opportunity: After each class and virtual office hours and/or face-to-face appointments June 18-August 3, 2012.

Approved by the Graduate Studies Committee Chair: ____________________________ Date: __________

Approved by the School Director: ____________________________________________ Date: __________
Learn science concepts and strategies for effectively integrating science and literacy in the elementary classroom, including inquiry, the learning cycle, and informational text.