

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2025](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

There is no substantive change to the original submission; however, the box to indicate it was to be considered as a GE course was not checked.

What is the rationale for the proposed change(s)?

It is requested that this course be reviewed as a GE Thematic Pathway: Citizenship for a Diverse and Just World

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There are no programmatic implications from the original submission.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Special Education
Fiscal Unit/Academic Org	EHE Educational Studies - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	2251
Course Title	Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality
Transcript Abbreviation	Inclsve Ctnshp
Course Description	This course examines how legal structures, practices, and perceptions related to neurodiversity and exceptionality contribute to our understanding of diverse experiences within and beyond education. Enrollees will explore and analyze Special Education history, current issues and challenges, and research-based instruction that enhance inclusion and diversity within our schools.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Laboratory, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Mansfield, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.0402
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning
objectives/outcomes

- Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
- Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines.
- Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
- Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both in the U.S. and around the world.

Content Topic List

- Introduction to, Disability and Neurodiversity
- The Disability Rights Movement and Dismantling Ableism
- Local, National, and Global Citizenship for Individuals with Exceptionalities
- Defining Citizenship for Diverse Learners in the Schools through a lens of social justice, equity, and inclusion.
- Equality vs. Equity? How to Support Learners with Exceptionalities
- Dismantling Cultural Barriers for Stakeholders
- Improving Access to High Quality Education
- Citizenship for Students with Learning Disabilities- Improving School Outcomes
- Advocating for Inclusion of Individuals with Autism and Intellectual disabilities
- Disproportionate Representation, Power Imbalances, and Justice
- Addressing Equity in our Schools
- Preparing Students for Future Success and Community Engagement through Self Advocacy
- High Quality Education through Universal Design for Learning

Sought Concurrence

Yes

Attachments

- ESSPED 2251 Concurrence June 2025 (Social Work).pdf: Social Work
(Concurrence. Owner: Miller, Dustin Wade)
- ESSPED 2251 Arts and Sciences Concurrence Granted (June 2025).pdf: Arts & Sciences
(Concurrence. Owner: Miller, Dustin Wade)
- REVIEWED_ESSPED 2251 Distance Course Assurance Review Form.pdf
(Other Supporting Documentation. Owner: Miller, Dustin Wade)
- REVIEWED_ESSPED 2251 Revised Syllabus 01 07 2025.docx
(Syllabus. Owner: Miller, Dustin Wade)
- UGSC Approval Letter ESSPED 2251 12 02 2024.pdf
(Other Supporting Documentation. Owner: Miller, Dustin Wade)
- submission-doc-citizenship-3- AT edits.pdf
(Other Supporting Documentation. Owner: Miller, Dustin Wade)
- ESSPED 2251 Approval Letter (112624).pdf
(Other Supporting Documentation. Owner: Miller, Dustin Wade)

Comments

- Requested documents have been removed. Thank you! *(by Miller, Dustin Wade on 09/22/2025 01:37 PM)*
- Please remove older/duplicate documents. It is unclear which syllabi and GEN Submission forms should be reviewed. RLS *(by Steele, Rachel Lea on 09/12/2025 09:59 AM)*

COURSE CHANGE REQUEST
2251 - Status: PENDING

Last Updated: Locascio, Peter J.
10/20/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Dustin Wade	08/10/2025 01:10 PM	Submitted for Approval
Approved	Miller,Dustin Wade	08/10/2025 01:10 PM	Unit Approval
Approved	Locascio,Peter J.	08/19/2025 02:18 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/12/2025 09:59 AM	ASCCAO Approval
Submitted	Miller,Dustin Wade	09/22/2025 01:37 PM	Submitted for Approval
Approved	Miller,Dustin Wade	09/22/2025 01:37 PM	Unit Approval
Approved	Locascio,Peter J.	10/20/2025 10:21 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/20/2025 10:21 AM	ASCCAO Approval



November 12, 2024

Dr. Dustin Miller
Interim Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies
Department of Educational Studies
121C Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

Re: Approval of ESSPED2251 Course Update, Name Change, and GE Theme

Dear Dr. Miller,

The Educational Studies Undergraduate Studies Curriculum Committee received a proposal to consider the approval of ESSPED2251 – *Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality*. The committee approved a course update, including a name change from *Introduction to Special Education* to *Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality*. Additionally, the committee approved the course to move forward in the curricular development process under consideration of the General Education Theme: Citizenship for a Just and Diverse World. We provided several minor recommendations to the instructor to strengthen clarity in the syllabus (see attached).

Please let me know if you need any additional information. Thank you.

Sincerely,
Carly B. Gilson, Ph.D.

Associate Professor of Special Education
Chair of Undergraduate Studies Curriculum Committee
Department of Educational Studies | College of Education and Human Ecology
The Ohio State University
PAES A336 | 305 Annie and John Glenn Ave, Columbus, OH 43210
Columbus, Ohio 43210
(614) 247-7875 | Gilson.78@osu.edu



THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

College of Education & Human Ecology
Department of Educational Studies
Special Education Program

ESSPED 2251 – Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality

AUTUMN 2025, 3 CREDIT HOURS, UNDERGRADUATE

Instructor: Dr. Alana Telesman

Email: telesman.3@osu.edu

Office Hours: By appointment

Course Information

Course times and location: No required scheduled meetings; course instruction occurs in Carmen

Mode of delivery: Distance Learning

Course Overview

Description / Rationale

When we think of citizenship, we think of our legal and social belonging to a larger community and society. For individuals experiencing neurodiversity or disability, legal and social barriers have hindered inclusive and equitable access, especially in educational settings. Neurodiversity is defined as the natural variation in human brains that make individuals unique. Examples of neurodiversity include autism, ADHD, dyslexia, and other cognitive conditions whereas exceptionality can refer both to giftedness and disability. This course examines how legal structures, practices, and perceptions related to neurodiversity and exceptionality contribute to *our understanding of diverse experiences within and beyond education*. Enrollees will explore and analyze Special Education history, current issues and challenges, and research-based instruction that enhance inclusion and diversity within our schools.

Relation to Other Courses

ESSPED 2251, “Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality” meets the Goals and Expected Learning Outcomes for Citizenship for a Diverse and Just World Theme through a range of readings, podcasts, module activities, and assignments that provide you with the opportunity to explore and reflect on (a) how citizenship has been represented locally, nationally, and globally for individuals with exceptionalities, (b) how exceptionalities are defined through a range of perspectives, and (c) how these viewpoints impact the rights of student citizens in their school communities. Students will gain an understanding of landmark historic cases that have changed the way people with exceptionalities can interact with their communities, focusing heavily on systemic barriers, inclusion, and equity within our education system. Students will also critically evaluate the U.S. Special educational system by comparing it to other countries across the globe. As students engage in scholarly exploration, they will develop a deeper

understanding of how the historical, social, and legal implications of our education system shape citizenship and how this intersects with the promotion of a diverse and just world.

Prerequisites: There are no prerequisites required for this course

ESSPED2251 – Autumn 2025

Prerequisite Knowledge: N/A

Learning Objectives

The General Education Theme topics are broad, interdisciplinary, and respond to questions and concerns reflecting the goals and expected learning outcomes listed below.

Goals	Aligned Expected Learning Outcomes (ELOs)
Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.	• ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme. • ELO1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.	• ELO 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme. • ELO 2.2. Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
Goal 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.	• ELO 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. • ELO 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
Goal 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	• ELO 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences. • ELO 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Course Materials

Required

The textbook and/or courseware for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as *CarmenBooks fee* on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to access your textbook(s).

- Heward, Alber-Morgan, & Konrad, (2016). *Exceptional children: An introduction to special education* (11th ed.). Pearson.
ISBN-13: 978-0134990422
ISBN-10: 0134990420
- Course information and materials (articles and documents) posted on Carmen and listed in bibliography at the end of the syllabus (<http://carmen.osu.edu>).

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Modules	
☐ Assessments (see schedule for detailed point breakdown)	56 points
☐ Participation (see schedule for detailed point breakdown)	32 points
Podcast Review	10 points
Global Citizenship within Education • Investigation of educational trends in the U.S (20 pts) • Global comparison research (10 pts) • Completed PowerPoint presentation (50 pts) • Reflection and analysis (20 pts)	100 points
Final Exam	50 points
TOTAL	248 Points

Late Assignments

After one “freebie,” late submissions without prior instructor approval will **not** be accepted and will receive a grade of 0. Please refer to Carmen for due dates.

Grading Scale

93–100: A	87–89.9: B+	77–79.9: C+	67 –69.9: D+
90–92.9: A-	83–86.9: B	73–76.9: C	60 –66.9: D
	80–82.9: B-	70 –72.9: C-	Below 60: E

Assignment Descriptions

Descriptions for each assignment are provided below. **Please note**, assignments and due dates are subject to change. All changes will be posted to Carmen under Announcements and a notice will be sent via email at least one week prior to any change.

Module Assessments (Quizzes and Activities): 56 points

(ELO 1.1, 1.2)

Each week you will be completing 1 module, which may have multiple parts. These modules will include embedded activities that pertain to the content you are reading that week in the chapters and other resources provided on Carmen. These embedded activities include, but are not limited to, vocabulary practice, answering guided questions, analyzing materials, etc. You will be graded each week on these embedded activities. Each module assessment is worth 4 points with a total of 56 points for the semester (see course schedule for weekly point breakdown).

Module Participation (Discussion Boards & Mini Assignments): 36 points

(ELO 1.2, 2.1, 2.2, 3.1, 4.1, 4.2)

Each week you will be completing 1 module, which may have multiple parts. These modules will include discussion boards or posts in which you will make connections from the week's content to your own experiences and practice.

Podcast Review: 10 points

(ELO 4.2)

Students will explore podcasts that address topics of advocacy for neurodiverse populations. Then, students will select one podcast to highlight by creating a pamphlet that shares this important information with their peers.

Global Citizenship within Education Project: 100 points

(ELO 3.1, 4.1, 4.2)

Students will work throughout the semester to complete a project that addresses how citizenship is defined for individuals with exceptionalities globally. They will investigate key differences and similarities in educational access by exploring political, cultural, and historical trends. Students will engage in scholarly exploration by analyzing data to determine the status of diversity, equity, and inclusion for those with exceptionalities by looking at ways structures of power enhance or limit their opportunities. The project will be broken down into **four parts**:

- investigation of educational trends within the U.S. both at the local and national level (20 pts)**
- global comparison research (10 pts)**
- completed PowerPoint presentation (50 pts)**
- reflection and analysis (20 pts).**

Each part will be submitted on Carmen.

Final Exam: 50 Points

(ELO 3.1, 4.2)

All students must take the comprehensive Final Exam. The Final Exam will be a composite of information from all modules including embedded activities/assessments, vocabulary terms, discussion board, application activities, and learning objectives for the course.

Course Policies

Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm or humor; a remark meant to be humorous could come across as offensive or hurtful especially in written form.
- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- **Citing your sources:** When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **36 hours on school days**.

How This Course Works

Mode of delivery: This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **modules** that are released one to three weeks ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK** (see module) You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums, if any: AT LEAST ONCE PER WEEK** (see module) As part of your participation, there may be a prompt on the discussion board on the week's topic(s). Be sure to address that prompt and reply to at least one of your classmate's submissions if there is a discussion topic that week.

Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

- **Assessment and final exam:** You must complete assessments and final exam yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In any assignment, you should follow 7th edition **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course may include opportunities for collaboration with your classmates. While study groups and peer-review of major written

projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- Recording, editing and uploading video

Required equipment:

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software:

- [Microsoft Office 365](https://ocio.osu.edu/kb04733): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Advising](#)

[OSU Library](#)

[EHE Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

[OSU Career Counseling and Support Services](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)

[EHE Undergraduate Student Services](#)

[OSU Student Advocacy Center](#)

[EHE Career Services](#)

[OSU Office of Diversity and Inclusion](#)

Course Schedule

Week	Topic	Key Concepts	Readings and Assignments
1	Introduction to, Disability and Neurodiversity	How does disability impact identity and citizenry? (ELO 1.1,1.2, 3.1)	Complete Module 1 ✓ Read: Diversity, Intersectionality, and Disabilities ✓ Listen: Ted Talk: "Our Fight for Disability Rights" ✓ Respond: Discussion Post (4 pts)

2	The Disability Rights Movement and Dismantling Ableism	• How has the civil rights movement improved opportunities for engagement within the community • In what ways do you notice aspects of ableism in your views? • How does ableism impact citizenship and belonging? (ELO 1.2, 2.2, 4.1 4.2)	Complete Module 2 ✓ Read: A History of Disability Rights in the United States and ✓ “Understanding Ableism and Negative Reactions to Disability” ✓ Respond: Key legal case timeline graphic organizer (4pts) ✓ Respond: Unpacking ableism biases (4 pts)
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Week	Topic	Key Concepts	Readings and Assignments
3	Local, National, and Global Citizenship for Individuals with Exceptionalities	• Explore the structure of Special Education locally and nationally within the United States (ELO 2.1, 3.1, 4.2)	Complete Module 3 ✓ Read: National Center for Education Statistics ✓ and ✓ UNESCO: Global Education Monitoring Report ✓ Respond: Report Analysis (4pts)
4	Defining Citizenship for Diverse Learners in the Schools through a lens of social justice, equity, and inclusion.	• Identify key processes in Special Education and advocacy for neurodivergent learners (ELO 3.1, 4.2)	Complete Module 4 ✓ Read: Ch. 1: The Purpose & Promise of Special Education ✓ Respond: Challenges of Special Education (4 pts) ✓ Planning & Providing Special Education Services ✓ Assessment: Chapter 1 (4 pts) ✓ Complete Part 1: Global Citizenship Project Due (20 pts)

5	Equality vs. Equity? How to Support Learners with Exceptionalities	- Identify and describe the function of each step in the special education process - List the required components of an IEP (ELO 1.1, 1.2, 2.1)	Complete Module 5 ✓ Read Chapter 2: Planning & Providing Special Education Services ✓ Least Restrictive Environment (LRE) ✓ Assessment: Chapter 2 (4 pts)
6	Dismantling Cultural Barriers for Stakeholders	- Describe challenges, characteristics, and roles of families of children with exceptionalities - Examine cultural backgrounds, beliefs, and linguistic practices - Explain why early intervention is critical for young children with exceptionalities (ELO 2.1, 4.1, 4.2)	Complete Module 6 6a ✓ Read: Ch. 3: Collaborating with Families ✓ Ch. 14: Early Childhood Special Education ✓ Respond: Discussion Board – Challenges and Family Roles (4 pts) ✓ Assessment: Chapter 3 (4 pts) 6b ✓ Read: Ch 14 ✓ Assessment: Ch 14 (4 pts)

Week	Topic	Key Concepts	Readings and Assignments
7	Improving Access to High Quality Education	(ELO 1.1, 1.2, 2.1) Examine key characteristics of individuals and ways to adapt educational delivery to support these differences	Complete Module 7a, 7b, 7c Ch. 8: Communication Disorders Ch. 9: Deafness & Hearing Loss Ch. 10: Blindness & Low Vision 7a ✓ Read Chapter 8 ✓ Assessment: Chapter 8 (4 pts) 7b ✓ Read Chapter 9 ✓ Assessment: Chapter 9 (4 pts) 7c ✓ Read Chapter 10 ✓ Assessment: Chapter 10 (4 pts) ✓ Complete Part 2: Global Citizenship Project Due (10 pts)

8	Improving Access to High Quality Education Continued	Discuss and evaluate embedding core academic content into functional skills instruction for students with low incidence disabilities (ELO 3.1)	Complete Modules 8a, 8b Ch. 12: Low Incidence Disabilities: Multiple Disabilities, Deaf-Blindness & TBI Ch. 11: Other Health Impairments & Physical Disabilities 8a ✓ Read Chapter 12 ✓ Respond: Discussion Board – Low Incidence Disabilities ✓ Assessment: Chapter 12 (4pts) 8b ✓ Read Chapter 11 ✓ Assessment: Chapter 11 (4pts)
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Week	Topic	Key Concepts	Readings and Assignments
9	Citizenship for Students with Learning Disabilities-Improving School Outcomes	- Discuss and evaluate practices for students with learning disabilities across educational settings (CO 4, 5) - Discuss and evaluate practices for students with ADHD across settings and professions (ELO 2.1, 4.1)	Complete Module 9 ✓ Read Chapter 5 ✓ Assessment: Chapter 5 (4 pts) ✓ Review Chapter 11 (ADHD section) ✓ Watch videos ✓ Respond: Discussion Board – Medication vs. Behavioral Interventions (4 pts) ✓ Assessment: ADHD (4 pts)
10	Advocating for Inclusion of Individuals with Autism and Intellectual disabilities	- Evaluate the prevalence of increased identification of students with autism spectrum disorder - Explore Local and National Supports for Students	Complete Modules 10a, 10b Ch. 7: Autism Spectrum Ch. 4: Intellectual Disabilities 10a ✓ Read Chapter 7 ✓ Complete embedded activities ✓ Prevalence of increased identification

		identified with Autism (ELO 1.2, 2.1, 4.1, 4.2)	✓ Respond: Autism resources to improve inclusion and advocacy (4 pts) ✓ Assessment: Chapter 7 (4 pts) 10b ✓ Read Chapter 4 ✓ Complete embedded activities ✓ Assessment: Chapter 4 (4 pts)
11	Disproportionate Representation, Power Imbalances, and Justice	• Evaluate legislation around emotional behavior disorders (EBD) and determining placement • Define disproportionate representation, identify groups that are over- and underrepresented in special education, and explain why this is problematic	Complete Module 11 Ch. 6: Emotional or Behavioral Disorders ✓ Read: Chapter 6 ✓ and NEA Policy Brief- Disproportionality: Inappropriate Identification of Cultural and Linguistically Diverse Children ✓ Assessment Chapter 6 (4 pts) ✓ Complete embedded activities ✓ Complete Part 3: Global Citizenship Project (50 pts)
Week	Topic	Key Concepts	Readings and Assignments
12	Addressing Equity in our Schools	• Explain how to determine the best placement for individual students with exceptionalities based on their LRE • Identify several arguments for and against full inclusion (ELO 4.2)	Complete Module 12 ✓ Watch videos ✓ Read Wrights Law, Least Restrictive Environment (LRE) Requirements of the IDEA ✓ Complete embedded activities ✓ Respond: Inclusion and UDL Pro/Con List (4 pts)
13	Preparing Students for Future Success and Community Engagement through Self Advocacy	• Explore and design a career exploration activity for young adults who are transitioning to the work force (ELO 4.2)	Complete Module 13 ✓ Inclusive Learning Environments ✓ Listen: "Self-Advocacy and Accommodations Beyond High School" Podcast ✓ Respond: Podcast Brochure (10 pts)
14	High Quality Education through Universal Design for Learning	• Distinguish and compare principles of effective	Complete Module 14 Curricular Content Knowledge & Instructional Planning & Strategies

		instruction implemented within an inclusion setting to support all learners • Explain and discuss Universal Design for Learning (ELO 2.2, 3.1, 3.2, 4.1, 4.2)	✓ Watch videos ✓ Part 4: Global Citizenship Project: Final Reflection Due (20 pts)
15	Wrap up and Prepare for Final Exam		Final Exam

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen (or in class).

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "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 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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Artificial Intelligence and Academic Integrity

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Accessibility Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.* **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and EHE-Accessibility@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty

Grievances

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

Content Warning: Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Diversity Statement

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, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, mental health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit odi.osu.edu/ccampis

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the [Weather or Other Short-Term Closings website](#) to learn more about preparing for potential closings and planning ahead for winter weather.

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12/19/24

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
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<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i>
ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i>	<i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i>
ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i> <i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i>

	"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.

Distance Course Assurance Review Form

For Permanent DL/DH/HY Approval | College of Education and Human Ecology

Instructor Name: Alana Telesman
Email: telesman.3@osu.edu
Department: Educational Studies
Course Number and Title: ESSPED2251: Inclusive Cit

Directions: The following form is an instructor's self-review of the proposed distance (DL, DH, HY) course. The instructor should complete the form with their syllabus, making changes or adjustments to the syllabus along the way.

Syllabus

- ☒ Proposed syllabus uses the [EHE Distance Learning Syllabus Template](#), includes boilerplate language where required (e.g. course and institutional policies) as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- ☒ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- ☒ Course format/modality is clearly outlined, including if any *synchronous* sessions will be required and how learners will access live sessions. Note: students often expect online classes to be completely *asynchronous*, therefore it is essential to clearly list any required synchronous sessions in the syllabus and class schedule.

CarmenCanvas

When building your course, we recommend meeting with an [EHE Instructional Designer](#) who can develop a custom course template for CarmenCanvas. For additional guidance, see [Carmen Common Sense: Best Practices](#).

- ☒ A Carmen site will be created for the course, including a syllabus, gradebook, and assignment submissions, at minimum.
- ☐ Please describe how you will organize course materials and activities for a fluid learning experience. Best practices include using Carmen Modules.

The course will be hosted on Carmen and utilize Carmen Modules. Students will complete one module each week, which may include videos, lectures, activities, discussion posts, and quizzes.

Instructor Presence

A challenge to teaching online is creating opportunities for students to interact with their instructors. One solution is through online instructor presence. For resources check out the Teaching & Learning Resource Center's [Online Instructor Presence](#) page and EHE's Distance Education resource on [Creating Instructor Presence through Video](#). Your EHE Distance Education team is here to help, meeting with an [EHE Instructional Designer](#) to get started.

- Please describe ways you intend to develop instructor presence in your online course. Examples may include recorded video introductions, video module overviews or weekly wrap-ups, weekly announcements, feedback (video and/or text based), and facilitating online discussions.

I will include recorded video introductions, video lectures, and weekly wrap-ups at the end of each module. I will also use videos to record announcements and give feedback to students.

Regular and Substantive Interaction

The US Department of Education's requirement to ensure [Regular and Substantive Interaction in Online and Distance Learning](#) expects course interactions to be initiated by the instructor, occur regularly and frequently (weekly or more often), and focus on academics. Further, student participation is critical in online courses, see [OSU's resource on Student Attendance and Participation in Online Classes](#) to learn more.

- What are examples of regularly scheduled interactions (weekly, at minimum) that are initiated by you for students in your course? Examples may include facilitating online Carmen discussions, Carmen announcements/email, office hours, zoom sessions.

Students will have the opportunity to engage in Carmen discussion posts, in which they receive feedback from the instructor and other students. I will also hold virtual office hours and optional Zoom sessions to help students prepare for important projects and assignments.

- Describe weekly participation activities students will have in your course. Examples may include discussion response, assignment submission, peer feedback, engaging in an interactive tutorial.

Assessment is Frequent and Varied

Student success online is amplified when there are frequent and varied learning activities/assignments. For more information check out the Teaching & Learning Resource Center's article on [Designing Assessments for Student Learning](#).

- How does your course provide a variety of assignment formats to demonstrate learning. Examples may include formative (reflections, knowledge checks, games, discussions) and summative assessments (papers, exams, portfolios, presentations).

In each module, students will have the opportunity to complete assignments such as quizzes, embedded activities, and discussion boards. They will also complete a final presentation and a final exam.

- List different formats/modalities available for students to access and engage with course content. Examples may include video, scholarly books or articles, podcasts, field observation, textbooks, Carmen text pages, interactive games, or lectures.

Videos, podcast, textbooks, research articles, Carmen text pages, and interactive activities

- Please describe opportunities in your course where students can apply course knowledge and skills to real-world tasks (i.e. authentic assessment):

Students will research different countries and will be able to apply their findings and analysis to their final presentation.

Workload Estimation

For more information about calculating online instruction time, see [ODTI's Credit Hour Estimation](#). For any course modality, university policy calls for an average of 1 hour "direct instruction" plus 2 hours "out-of-class" time per week for each 1 credit hour. Thus, a 3 credit hour course should average 3 hours "direct instruction" and 6 hours "out-of-class" time each week.

- Please describe "direct instruction" for a typical week in your course (e.g., class discussions, lectures, course content pages, active learning activities, synchronous zoom sessions):

Direct instruction will range from 2-3 hours each week. This will be comprised of viewing content pages, watching embedded videos, and completing the embedded participation assignments.

- Please describe "out-of-class" time for a typical week in your course (e.g., homework and assignments, readings, assignment prep):

Typical out of class time will be between 3-5 hours including readings, working on their projects, and working on weekly applied assignments.

Technology and Tools

For information about approved learning technologies visit [OSU's Toolsets](#). Technology questions are adapted from the [SUNY OSCQR rubric](#) and [Quality Matters](#).

- ☒ The tools selected for the course support the learning outcomes and competencies.
 - ☒ Course tools are used in a way to promote learner engagement and active learning.
 - ☒ Technologies required in the course are current and easily obtainable.
 - ☒ Links are provided to privacy policies for all external tools required in the course.
 - ☒ Tools selected for the course meet OSU accessibility standards.
- Will you require students to purchase additional technology (account/subscription, equipment, etc.) to equally engage in the course? If so, please explain and provide a copy of the syllabus statement that notifies students of this requirement:

Nothing other than the textbook

Accessibility

For more information or questions on accessibility, contact EHE's [accessibility coordinator](#). For tools and training on accessibility visit OSU's [Digital Accessibility Services](#) and the Teaching & Learning Resource Center's guide on [Five Ways to Improve Accessibility in your Carmen Course](#).

- ☒ Information about the accessibility of technologies used in the course is provided.
 - ☒ Any external tool used in the course has been evaluated for accessibility by OSU or is already approved (i.e. listed on the [OSU Toolsets](#) page).
 - ☒ Accessibility statements for third party tools are provided on the syllabus.
- How are you planning for accessibility in the design and delivery of your online course:

I am working carefully with the instructional design team at OSU to ensure that all elements included are accessible for students.

Academic Integrity

For more information visit [Strategies and Tools for Academic Integrity in Online Environments](#) and [Teaching Online: Effective Practices](#)

- ☒ In addition to the university's academic integrity policy, your syllabus includes online-specific course policies, including specific parameters for each major assignment.

- How have assignments been designed to deter cheating and/or plagiarism:

Yes they have. Most assignments require reflective thought and applied concepts to content. Exam has multiple formats.

Reviewer Feedback

Instructional Designer Comments:

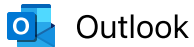
Syllabus and Form reviewed by _____ on _____

Was the EHE Syllabus Template Used? ☐ Yes ☐ No ☐ Partially

Curriculum Committee Reviewer Comments:

- Course structure and learning objectives
- Instructor presence
- Active learning and student engagement
- Assessments
- eLearning Tools

Adapted from [ODTI Keep Teaching](#) Online Temporary Course Assurance and College of Arts and Sciences [Distance Approval Cover Sheet](#).



RE: Concurrence (again...)

From Martin, Andrew <martin.1026@osu.edu>

Date Thu 6/12/2025 12:59 PM

To Miller, Dustin <miller.1534@osu.edu>

Not a problem! Since it was just a title change Katie had reached out to me and I had forwarded it on to Psychology. They have granted concurrence so you are all set!

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

614-247-6641 Office

martin.1026@osu.edu

From: Miller, Dustin <miller.1534@osu.edu>

Sent: Thursday, June 12, 2025 12:57 PM

To: Martin, Andrew <martin.1026@osu.edu>

Subject: Concurrence (again...)

Hi Andrew,

It's my week to bother your inbox.

Katie Reed wanted me to send the following concurrence request to you. This request is a bit unique in that it only involves a name change. The course was, *ESSPED 2251 - Introduction to Special Education*. The proposed name change is *ESSPED 2251 - Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality*. Faculty within Special Education felt this title better captures the content of the course and serves as a better descriptor for interested GE students. The syllabus is attached.

Thank you in advance for your time!

Dustin



Dustin W. Miller, Ph.D.

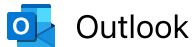
Interim Associate Chair of Educational Studies

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Columbus, OH 43210

614-688-3891 Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.



RE: Concurrence Request

From Babcock, Jennie <babcock.79@osu.edu>

Date Sun 6/15/2025 12:55 PM

To Miller, Dustin <miller.1534@osu.edu>

Hello Dustin,

I hope you are enjoying the summer thus far – it seems to be speeding by.

I was able to connect this afternoon with our faculty who teach our Neurodiversity course, and we walked through your course, which looks wonderful.

The first two weeks of our respective courses overlap, but then each veers off in a different direction, and our course only briefly touches on the educational system. We liked your course title!

Please accept this email as Social Work's confirmation of concurrence for *ESSPED 2251 - Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality*.

Take care,
Jennie



THE OHIO STATE UNIVERSITY

Jennie Babcock, MSW, LISW-S

Assistant Dean of Academic Affairs

College of Social Work

425-G Stillman Hall

1947 College Rd, Columbus, OH 43210

614-292-5471 Office

babcock.79@osu.edu / csw.osu.edu

Pronouns: she/her/hers

From: Miller, Dustin <miller.1534@osu.edu>

Sent: Thursday, June 12, 2025 12:58 PM

To: Babcock, Jennie <babcock.79@osu.edu>

Subject: Concurrence Request

Hi Jennie,

Katie Reed wanted me to send the following concurrence request to you. This request is a bit unique in that it only involves a name change. The course was, *ESSPED 2251 - Introduction to Special Education*. The proposed name change is *ESSPED 2251 - Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality*. Faculty within Special Education felt this title better captures the

content of the course and serves as a better descriptor for interested GE students. The syllabus is attached.

Thank you in advance for your time!

Dustin



Dustin W. Miller, Ph.D.

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