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**Educational Studies: Special Education 2251**

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**From** Steele, Rachel <steele.682@osu.edu>

**Date** Fri 12/19/2025 12:36 PM

**To** Miller, Dustin <miller.1534@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>

**Cc** Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Thursday, Nov. 21st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Educational Studies: Special Education 2251 to be included in the GEN Theme: Citizenship for a Diverse and Just World Category.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b. The Subcommittee notes that, as submitted, much of the course material seems narrowly focused on teacher training and may not be relevant to the needs of students from a wide variety of programs across the university. However, they are sensitive to the fact that this course is required for a number of the department's programs (majors, minors, endorsements/licensure, etc.), and they understand that the substantial changes requested below may not be compatible with the requirements of these programs. While the Subcommittee is excited about the prospect of having a course on this topic as a part of the GEN Theme: Citizenship for a Diverse and Just World category, they offer the friendly suggestion that it may be necessary to develop a separate, higher-level/advanced course on this topic rather than trying to integrate the Theme into a course that serves a practical purpose for and is so vital to the unit's programs.
- c. Overall, the Subcommittee asks that the department place more of an emphasis on citizenship in the course, as it is not clear from the course description (syllabus p. 1 and curriculum.osu.edu under "General Information"), the assignment descriptions (syllabus pp. 4-5) or the course calendar (syllabus pp. 8-13) how citizenship will be a central focus of the course.
- d. The Subcommittee asks that the department amend the course's design to better reflect an "advanced, in-depth, [and] scholarly exploration", "critical and logical thinking" and the practice of "synthesiz[ing] approaches or experiences" as they apply to the theme (ELOs 1.1-2.1). Specifically, the Subcommittee notes that the course structure is guided by a textbook (which generally does the work of synthesizing different approaches for students rather than asking them to take up that advanced task for themselves), and that the outside readings that complement the textbook are instructional in nature rather than providing students the opportunity to engage with peer-reviewed scholarly writing in this area.
- e. The Subcommittee asks that the department incorporate into the course schedule opportunities for students to demonstrate their "developing sense of self as a learner" (ELO 2.2) in an assessable manner. While the Subcommittee notes and appreciates the presence of some reflection on the prevalence of ableism, their own role in creating or maintaining barriers, and the effect of ableism on the education system, this ELO is focused on students' awareness of their own learning and reflection on/analysis of the ways that they learn and how their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.

- f. The Subcommittee asks that the department reconsider and enhance the ways in which the course addresses ELOs 3.1, 4.1, and 4.2. Specifically, it is unclear how these will be addressed by the topics in the course schedule, and then subsequently assessed via the Module Participation (Discussion Boards & Mini Assignments) and the Global Citizenship within Education Project. The Subcommittee is particularly concerned with how students will be guided in finding the necessary data to complete this project, and the relatively small part of the project (10%) that is focused on the “global” aspects of citizenship.
- g. The Subcommittee asks that the assignment descriptions (syllabus pp. 4-5) be amended to provide a clearer explanation for students regarding how they will be expected to demonstrate their achievement of the GEN goals and ELOs in the course’s assignments.
- h. The Subcommittee asks that the department include in the syllabus a brief, student-friendly paragraph following the listing of the GEN goals and ELOS (syllabus, p. 2) that explains how this course, in particular, meets the goals and ELOs of the GEN Theme: Citizenship for a Diverse and Just World category, per a requirement of the Arts and Sciences Curriculum Committee.
- i. As of August 29th, 2025, all syllabi must have either a link to the statements below or these statements written out in their entirety within the syllabus (the statement(s) in bold below are missing from the current syllabus and/or incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
  - a. Academic Misconduct
  - b. Student Life - Disability Services
  - c. Religious Accommodations (missing link to Religious Holidays document)
  - d. Intellectual Diversity

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 15 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

I will return Educational Studies: Special Education 2251 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Birgitte Sjøland (faculty Chair of the Themes II Subcommittee; cc’d on this e-mail), or me.

Best,  
Rachel



**Rachel Steele, MA**

(Pronouns: she/her/hers / Honorific: Ms.)

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