

Term Information

Effective Term Summer 2025
[Previous Value](#) Autumn 2024

Course Change Information

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

Add GE Theme designation (GEN) in Sustainability, and add distance learning modality

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

Allows students in the major and minor to complete part of the GE requirement while also meeting major and minor course requirements. This course already exists and has been redesigned to meet the goals and expected learning outcomes of the Sustainability GE Theme.

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)?

None

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 Consumer Sci: Fashion & Retail
Fiscal Unit/Academic Org Department of Human Sciences - D1251
College/Academic Group Education & Human Ecology
Level/Career Undergraduate
Course Number/Catalog 3330
Course Title Corporate Social Responsibility, Sustainability & Entrepreneurship in Fashion & Hospitality Indus
Transcript Abbreviation Corp Soc Resp,Sust
Course Description This course will examine corporate socially responsible and sustainable decision-making in fashion, retail and hospitality products and services while examining some of the regulatory processes used in advertising, marketing, and promotion.
[Previous Value](#) *Examination of corporate socially responsible and sustainable decision-making and regulatory processes used in advertising and promoting fashion retail and hospitality products and services.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
[Previous Value](#) 14 Week, 12 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
Greater or equal to 50% at a distance
Less than 50% at a distance
[Previous Value](#) No
Grading Basis Letter Grade
Repeatable No
Course Components 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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for CSHSPMG 3330
<i>Previous Value</i>	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed in CSHSPMG.
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Subject/CIP Code

Subject/CIP Code	52.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior</i>

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Define characteristics of socially responsible business practices, such as advertising and promotion, in fashion retail and hospitality industries.• Describe socially responsible business practices in fashion retail (apparel, beauty) and hospitality (hotel, restaurant) industries.• Explain voluntary and government regulation in CSR and sustainable practices.• Analyse and evaluate diverse perspectives of multiple stakeholders in negotiating socially responsible business practices.• Critically assess communication activities of CSR specific to an organization.• Compare and contrast sustainable strategies used in fashion retail and hospitality industries.• Evaluate entrepreneur strategies for creating and maintaining viable fashion retail and hospitality businesses.
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COURSE CHANGE REQUEST
3330 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/21/2024

Content Topic List

- Socially responsible advertising & promotion, stakeholder theory, social & cause marketing in fashion and hospitality industries, communication strategies, green initiatives, recycling & upcycling, fair trade sourcing, implications for industries

Sought Concurrence

No

Attachments

- CSFRST-CSHSPMG 3330 Cover Letter.pdf: 10.9.24
(Cover Letter. Owner: Tackett, Kimberly Ann)
- CSFRST 3330 Syllabus.pdf: 10.9.24
(Syllabus. Owner: Tackett, Kimberly Ann)
- CSFRST 3330 GE Submission Form.pdf: 10.9.24 GE Form
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- CSFRST 3330 Course Assurance.pdf: 10.9.24 Course Assurance
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	10/09/2024 01:18 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/13/2024 07:40 PM	Unit Approval
Approved	Locascio, Peter J.	10/21/2024 11:44 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/21/2024 11:44 AM	ASCCAO Approval

9/26/2024

Dear Sue,

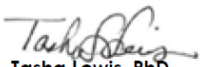
Our Fashion and Retail Studies faculty are seeking approval to add **CSFRST/CSHSPMG 3330 Corporate Social Responsibility, Sustainability, & Entrepreneurship in Fashion & Hospitality Industries** – to the OSU new General Education curriculum as a THEME course in the Sustainability category.

The proposed change for this course to a General Education option was approved by the Consumer Sciences faculty (9/25/2024).

Current Item	Course Program/Request	Effective Term	Quick Rationale
CSFRST / CSHSPMG 3330	Add GE Theme course designation in the Sustainability category	SU 25	Allows students in the major and minor to complete part of the GE requirement while also meeting major and minor course requirements. This course already exists and has been redesigned to meet the goals and expected learning outcomes of the Sustainability GE Theme.

If you have any questions or comments, please don't hesitate to contact me at lewis.215@osu.edu. Many thanks for your time and consideration.

Sincerely,



Tasha Lewis, PhD

Nina Mae Mattus Clinical Associate Professor

Fashion and Retail Studies

lewis.215@osu.edu



CSFRST/CSHSPMG 3330

CORPORATE SOCIAL RESPONSIBILITY, SUSTAINABILITY, & ENTREPRENEURSHIP IN FASHION & HOSPITALITY INDUSTRIES TERM 20XX, 3.0 CREDIT HOURS, U

Instructor: TASHA LEWIS, Ph.D.

Email: lewis.215@osu.edu

Office Hours: virtual, on Zoom during designated hours

Course Information

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

Mode of delivery: DISTANCE LEARNING (online)

Course Overview

Description / Rationale

This course will examine corporate socially responsible and sustainable decision-making in fashion, retail and hospitality products and services while examining some of the regulatory processes used in advertising, marketing, and promotion.

CSFRST/CHSPMG 3330 will be conducted entirely online in an asynchronous manner (there will not be any mandatory weekly check-ins via Zoom or otherwise). All material will be accessed through Carmen Canvas and any changes or announcements will be facilitated there.

- CSHSPMGT/CSRFST 3330 is an online course and there are no face-to-face class sessions. The course is asynchronous, which means that we don't have any meetings together (such as on zoom). You must independently complete the course modules, the textbook readings, and the assignments. The instructor is available for one-one-one scheduled zoom meetings at our mutual convenience.
- The course is organized into weekly modules that are released (open) each Monday morning. Carmen/Canvas can be accessed at: <https://carmen.osu.edu/#>
- Each module will contain all of the materials for that week (e.g. assignments, power point presentations, other presentations).
- All assignments are submitted through Canvas and all communication is done electronically to your OSU email account, or as announcements on Carmen/Canvas.
- Academic Support:
 - Getting started with Canvas: <https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students>

Relation to Other Courses

This GEN theme course is open to all students at the university and is one of 4 core interdisciplinary core courses shared by the Fashion & Retail Studies major and the Hospitality management major.

GOALS & EXPECTED LEARNING OUTCOMES (ELOs)

As a General Elective, this class will meet the expected learning outcomes for the Sustainability Theme category

Goals & Expected Learning Outcomes		
GOALS	EXPECTED LEARNING OUTCOMES	RELATED COURSE CONTENT
	Successful students are able to...	In this course students will...
Successful students will analyze sustainability at a more advanced and in-depth level than in the Foundations component.	1.1 Engage in critical and logical thinking about the topic or idea of sustainability.	Complete weekly readings and corresponding quizzes to evaluate comprehension of content; a written analysis of corporate ESG reports, and a course project developed around a specific problem faced by the fashion or hospitality industry as it seeks to be more sustainable in its practices
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.	Read assigned relevant area-specific articles from peer-reviewed journals that address the role of tourists and fashion consumers in the sustainable supply chain. Students are also expected to draw upon these readings to inform research for their course project (a social impact business model)
Successful students will integrate approaches to sustainability by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to	2.1 Identify, describe, and synthesize approaches or experiences as they apply to sustainability.	Express personal experiences as consumers through course activities and relate these experiences to the content presented through the lectures, readings, and media that serve to convey specific industry practices, policies, and challenges.

<p>work they have done in previous classes and that they anticipate doing in future.</p>	<p>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.</p>	<p>Assume the role of an entrepreneur and create a business model with social impact that can address a sustainability challenge identified within the fashion or hospitality industry</p>
<p>Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.</p>	<p>3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.</p>	<p>Students will rely on lectures, readings and media assigned in the course to provide fundamental knowledge that will be evaluated through weekly quizzes and written analyses.</p>
	<p>3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future</p>	<p>Complete a movie analysis to contrast and critique the content of the films in relation to how they view society today as it engages in consuming hospitality experiences and fashion products. Lectures will provide students with timelines of activity and key policy milestones that represent efforts to acknowledge, manage, and reduce the impacts of human activity and technology as used in fashion and hospitality industries</p>
	<p>3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>Students will reference personal experiences and values, industry practices, and societal needs in order to complete the Social Impact Business Model project</p>

How this course connects to the concept of the Sustainability Theme:

The fashion and hospitality industries are frequently identified as top contributors to global greenhouse gas emissions and waste generation. This course requires students to examine the "invisible" environmental impact of tourism and fashion consumption from the perspective of consumers, corporations, and broader stakeholders.

Course-specific Learning Outcomes

Following successful completion of this course, the student should be able to:

1. Define characteristics of socially responsible business practices, such as advertising and promotion, in fashion retail and hospitality industries.
2. Describe socially responsible business practices in fashion retail (apparel, beauty) and hospitality (hotel, restaurant, travel) industries.
3. Explain voluntary and government regulation in CSR and sustainable practices.
4. Analyze and evaluate diverse perspectives of multiple stakeholders in negotiating socially responsible business practices.
5. Critically assess communication activities of CSR specific to an organization.
6. Compare and contrast sustainable strategies used in fashion retail and hospitality industries.
7. Evaluate entrepreneur strategies for creating and maintaining viable fashion retail and hospitality businesses.

Course Materials

Required

There will be numerous required readings posted on Carmen each week, as well as readings in your book. Combining academic literature with real-time newspaper articles and blogs will ensure the course addresses a variety of topics concerning Corporate Social Responsibility, Sustainability & Entrepreneurship in both the Fashion and the Hospitality Industries.

- Marcketti, S.B., & Karpova, E.E. (2020). **The Dangers of Fashion: Towards Ethical and Sustainable Solutions**. London: Bloomsbury Visual Arts. Chapters available [through Berg Fashion Library \(OSU subscription\)](#)
- Melissen, F.W., & Sauer, L. (2018). **Improving Sustainability in The Hospitality Industry**. Milton: Routledge. eBook available [through OSU library](#)
- Paulins, V.A., & Hillery, J.L. (2020). **Ethics in the Fashion Industry (2nd ed)**. New York: Fairchild Books.

In addition to the books, course materials will also include PowerPoint presentations, industry reports, research articles, short videos, and films. Any additional readings, announcements, and links to current media will be posted on the course website, to be assigned as needed. See Carmen for these links and pdfs; there will not be an additional cost to you.

Supplemental Required Materials:

- 1) OSU e-mail account. If you do not have an OSU e-mail account, on the Internet go to <https://acctmgt.service.ohio-state.edu/to> create one.
- 2) Access to Internet (for Carmen), Microsoft Word, Microsoft PowerPoint & Adobe

Acrobat Reader.

- a) Please see the Carmen website and scroll down for links to information about browsers compatible for Carmen, computer requirements and other useful information to assist you in successful use of this course management tool.

- 3) **Microsoft Office:** you will need access to MS Word and PowerPoint for the completion of course assignments. You can access this through the university's Microsoft license, please review the information here to obtain access:
https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04728

If you need assistance with Carmen or other OSU technology, call 688-HELP

Course Requirements/Evaluation

Grades

Assignment / Category	Points
INTRODUCTION & SYLLABUS QUIZ	50 points
ESG ANALYSIS	150 points
MOVIE ANALYSIS	150 points
QUIZZES (10)	250 points
SOCIAL IMPACT BUSINESS MODEL	400 points
TOTAL	1000 points

See below for assignment descriptions and due dates.

Late Assignments

NO late assignments will be accepted.

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

Written Analyses (2 @ 150 points = 300 points) (LO 1,2,3,5,6): Students are required to complete 2 written assignments related to course material. These will range from responding to a prompt provided by the instructor to watching a movie and answering questions. More details about each assignment will be provided on Carmen.

Social Impact Business Model (400 points total)(LO 1,4,7): Students will work on small modules related to entrepreneurship and social responsibility and create an infographic to represent their final business model idea. As the date for this project approaches, more details will be posted on Carmen.

10 quizzes (25 points each = 250 points) (LO 2): Quizzes will be due each week as listed on the schedule. They will cover the materials we talk about in class and can be open note, **you do not have a time limit for the quiz but once you start it, you must complete it.** Quizzes are due on Sunday evening by midnight. ****Once a quiz closes, it cannot be re-opened for a submission so be sure to pay attention to when the quiz closes.***

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 **24-48 hours on school days**.

Course Assignments and Academic Integrity

Quizzes and exams: You must complete the quizzes yourself, without any external help or communication.

Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow 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.

Collaboration and informal peer-review: The course includes many opportunities for formal 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 ask ahead of time.

Group projects: This course may include a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. When a group project is assigned, I will attempt 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.

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:

Microsoft Office: you will need access to MS Word and PowerPoint for the completion of course assignments. You can access this through the university's Microsoft license, please review the information here to obtain access: https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04728

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	Dates	Topic	Readings, Assignments, Deadlines	LO
1	1/8-1/12	Introduction to the Course	Syllabus & Course Set-up Complete Introduction discussion Syllabus Quiz	
2	1/16-1/19	Introduction to Ethics & History of CSR	Read: <i>Ethics in the Fashion Industry</i> : Chapter 1 Read: <i>The Invisible Burden of Tourism</i> , pgs. 6-21 Quiz 1 Introduce ESG Analysis	1
3	1/22-1/26	Slow Movements, including Slow Tourism and Slow Fashion	Read: <i>Ethics in the Fashion Industry</i> "Ethics in Practice" cases 2.2 (p. 36) and 3.1 (p.44) Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 1 Quiz 2	1,2,6
4	1/29-2/2	TBL, Eco-Tourism, and Stakeholder Theory	Read: <i>Ethics in the Fashion Industry</i> "Ethics in Practice" case 8.1 (p. 166) Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 3 Read: <i>Sustainability & Travel (MINTEL)</i> Quiz 3	1,2,6
5	2/5-2/9	Corporate Culture/ Mission Statements	Read: <i>Ethics in the Fashion Industry</i> Chapter 3 Read: <i>The Dangers of Fashion – Moral Dilemmas in the Fashion Business</i> Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 5 Quiz 4 ESG Analysis due	1,2,3,5
6	2/12-2/16	Fast Fashion	Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 6 Quiz 5 Introduction to Social impact business model WATCH: Fast Fashion Movie Questions - Analyze and Compare/Contrast	2,6
7	2/19-2/23	Pollution from our Industries	Read: <i>The Dangers of Fashion-Disposing Fashion: From the Ugly...</i> Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 2 Quiz 6	2,3,6
8	2/26-3/1	Circular Economy	Read: <i>Ethics in the Fashion Industry</i> Chapter 5 Read: <i>The Dangers of Fashion – Disposing Fashion:...To the Good</i> Quiz 7	2,3,6

9	3/4 – 3/8	Cause Marketing/Advertising	Read: <i>Ethics in the Fashion Industry</i> Chapter 7 Quiz 8	1,2,5
SPRING BREAK				
10	3/18-3/22	Consumers and Their Demands	Read: <i>Ethics in the Fashion Industry</i> Chapter 2 Read: <i>Improving Sustainability in the Hospitality Industry</i> : Chapter 4 Quiz 9	1,2,4,6
11	3/25 – 3/29	SOCIAL ENTREPRENEURSHIP modules	DUE: Root cause & problem presentation (100 pts) Quiz 10	1,4,7
12	4/1 -4/5		DUE: Developing your mission and values (50 pts)	1,4,7
13	4/8 – 4/12		DUE: Mapping your stakeholders, customers, and beneficiaries (50pts)	1,4,7
14	4/15 – 4/19		DUE: Build your social business model (50 pts)	1,4,7
15	4/22		Theory of Change infographic due (150 pts)	
16	4/24 -4/30			

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

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.htm)

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.**

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.

GE Theme course submission worksheet: Sustainability

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 (Sustainability)

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)

The fashion and hospitality industries are frequently identified as top contributors to global greenhouse gas emissions and waste generation. This course requires students to examine the "invisible" environmental impact of tourism and fashion consumption from the perspective of consumers, corporations, and broader stakeholders.

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.	This course will prepare students to think critically and logically about sustainability issues unique to the fashion and hospitality industries through weekly readings and corresponding quizzes to evaluate student comprehension of content; a written analysis of corporate ESG reports, and a course project developed around a specific problem faced by the fashion or hospitality industry as it seeks to be more sustainable in its practices
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	As a part of the weekly readings, students will be assigned relevant area-specific articles from peer-reviewed journals that address the role of tourists and fashion consumers in the sustainable supply chain. Students are also expected to draw upon these readings to inform research for their course project (a social impact business model)
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	The course activities provide students with an opportunity to express their personal experiences as consumers. They can relate these experiences to the content presented through the lectures, readings, and media that serve to convey specific industry practices, policies, and challenges. For example, one written assignment asks students to provide their perspective on the performance of a hospitality or fashion firm based on the content found in their annual Environmental, Social Responsibility, and Governance (ESG) reporting.
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.	The course project requires students to assume the role of an entrepreneur and create a business model with social impact that can address a sustainability challenge identified within the fashion or hospitality industry. Students work through weekly modules that ask them to identify the problem, those experiencing it, and contextualize it through a ‘problem presentation’; they also identify the Mission and Values of their business idea by reflecting on their own values and how they can relate to core values of a business; and finally, they develop of a Theory of Change that is visually presented as an infographic

Goals and ELOs unique to Sustainability

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.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	The lectures, readings and media assigned to students provide fundamental knowledge and describes the explicit connections of the hospitality and fashion industries to environmental systems. The use of renewable and non-renewable resources is directly linked to topics such as eco-tourism, fast fashion, slow tourism, product stewardship, circularity, and pollution
ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	To demonstrate the impacts of human activity and technology, students view three films from different decades to represent the pace of change and examples of how human society and the natural world have been altered. A written movie analysis requires students to analyze, contrast, and critique the content of the films in relation to how they view society today as it engages in consuming hospitality experiences and fashion products. Lectures will provide students with timelines of activity and key policy milestones that represent efforts to acknowledge, manage, and reduce the impacts of human activity and technology as used in fashion and hospitality industries. This includes a lecture dedicated to the beginnings of Corporate Social Responsibility and the emergence of sustainability and environmental responsibility.
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	The ability to devise informed and meaningful responses to problems and arguments is a key requirement of the Social Impact Business Model project. Students begin by reflecting on their own experiences as consumers and on topics presented in the lectures, readings, and media to identify a problem that they feel they can solve as a social entrepreneur. Their business model must clearly address a sustainable challenge for the hospitality or fashion industry and demonstrate a clear societal benefit.

Distance Course Assurance Review Form

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

Instructor Name:

Email:

Department:

Course Number and Title:

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.

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.

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.

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

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

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:

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:

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:

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](#).