Term Information

Effective Term   Spring 2026

General Information

Course Bulletin Listing/Subject Area	Consumer Sci: Hospitality Mgt
Fiscal Unit/Academic Org	Department of Human Sciences - D1251
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3600
Course Title	Wedding Planning Across Cultures: Vows & Visions
Transcript Abbreviation	Wedding Planning
Course Description	This course offers an advanced exploration of diverse traditions, practices, and transformations associated with weddings/celebrations globally. Students will engage in scholarly research through conducting literature reviews to inform their Multicultural Wedding Project. Experiential learning occurs via interactive case studies, structured project-based activities, and reflective exercises.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week, 8 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
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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	52.0904
Subsidy Level	Baccalaureate Course

Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
   Traditions, Cultures, and Transformations; Research Seminar

Course Details

Course goals or learning objectives/outcomes

- Identify key wedding customs, traditions, and rituals across global cultures and religions.
- Plan and execute weddings that effectively incorporate diverse cultural traditions.
- Conduct scholarly research and engage in creative inquiry relevant to multicultural wedding planning.
- Apply logistical, budgeting, and marketing techniques tailored to multicultural events.
- Evaluate legal, ethical, and business practices integral to multicultural wedding management.

Content Topic List

- Wedding Consultancy
- Cultural Foundations and Research Methods
- Consumerism and Cultural Trends
- Family Dynamics and Legal Context
- Tourism and Destination Weddings
- Wedding Budgeting
- Wedding Timelines and Coordination
- Catering, Food, and Beverage Planning
- Ceremony Structures and Rituals
- Floral Décor and Event Design
- Photography, Entertainment, and Media Integration
- Ethical and Professional Practices
- Logistics, Rentals, and Site Management
- Integrative Project Development

Sought Concurrence   Yes

Attachments

- CSHSPMG 3600 LOS.pdf: 4.10.25 Letter of Support

  (Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

- CSHSPMG 3600 Cover Letter.pdf: 4.10.25

  (Cover Letter. Owner: Tackett,Kimberly Ann)

- CSHSPMG 3600 Syllabus.pdf: 4.10.25

  (Syllabus. Owner: Tackett,Kimberly Ann)

- CSHSPMG 3600 Research and Creative Inquiry Inventory.pdf: 4.10.25 GEN Research Inq

  (Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

- CSHSPMG 3600 GE Course Submission Form.pdf: 4.10.25 GEN Theme Form

  (Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

- CSHSPMG 3600 Course Assurance.pdf: 4.10.25 Course Assurance

  (Other Supporting Documentation. Owner: Tackett,Kimberly Ann)

- Concurrence from Folklore Studies.pdf: 4.25.25 Folklore Studies

  (Concurrence. Owner: Tackett,Kimberly Ann)

Comments

- Needs concurrence from Folklore Studies *(by Locascio,Peter J. on 04/22/2025 01:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett,Kimberly Ann	04/10/2025 09:06 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	04/10/2025 10:56 PM	Unit Approval
Revision Requested	Locascio,Peter J.	04/22/2025 01:31 PM	College Approval
Submitted	Tackett,Kimberly Ann	04/25/2025 03:24 PM	Submitted for Approval
Approved	Tackett,Kimberly Ann	04/25/2025 03:25 PM	Unit Approval
Approved	Locascio,Peter J.	05/04/2025 06:34 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/04/2025 06:34 PM	ASCCAO Approval

April 10, 2025
Pete Locascio
Executive Director of Undergraduate Education
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed new course, effective Spring 2026:

1. CSHSPMG 3600 Wedding Planning Across Cultures: Vows & Visions (4cr)
   Proposal: new course, GEN Theme: Traditions, Cultures, and Transformations, distance learning

Attached you will find the necessary documentation outlining proposal details. This new course has been approved by the Consumer Sciences faculty. Review of and approval from members of the Department of Human Sciences Undergraduate Curriculum Committee has also been obtained.

There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this new course. Thus, I am in support of this proposal as outlined in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,

Sutherland

Sue Sutherland, PhD
Pronouns: she/her/hers
Professor, Associate Department Chair
College of Education and Human Ecology

Department of Human Sciences

College of Education and Human Ecology
Program Area: Consumer Sciences
262 Campbell Hall
1787 Neil Avenue
Columbus, OH 43210

Phone: 614-292-4389
Fax: 614-688-8133
http://ehe.osu.edu/human-sciences

March 19, 2025

Dr. Sue Sutherland

Chair, Undergraduate & Graduate Studies Committee

Department of Human Science, College of Education and Human Ecology

A266 PAES Building, 305 Annie & John Glenn Ave

Columbus, OH 43210

Dear Sue,

The Hospitality Management faculty seeks approval for CSHSPMG 3600 – Wedding Planning Across Cultures: Vows & Visions (4 credit hours), a new integrative practice course designed for asynchronous online delivery beginning Summer 2026. This course explores global traditions, customs, and rituals within wedding and event management through an advanced, interdisciplinary lens, emphasizing scholarly research and creative practice.

CSHSPMG 3600 fills a gap within our Hospitality Management Program by providing specialized instruction in culturally diverse weddings—an area not fully addressed in our existing Special Events Planning and Management course, which offers an overview of various event types but does not focus on weddings. This course is particularly relevant for students aspiring to careers in event planning, hospitality consulting, and multicultural guest services.

Throughout the course, students will engage with scholarly literature and develop advanced skills through research-based assignments, including literature reviews, trend analyses, annotated bibliographies, and the comprehensive Multicultural Wedding Project. Through critical inquiry and applied projects, students will gain competencies in event logistics, budgeting, ethical decision-making, and culturally sensitive client relations.

The faculty approved this course submission on March 26, 2025.

Please let me know if any additional information is needed (turpin.26@osu.edu). Thank you for your consideration.

Warm regards,

Anne Turpin

CSHSPMG 3600 – Wedding Planning Across Cultures: Vows & Visions
SU 2026, 4 CREDIT HOURS, U

Instructor: Annemarie M. Turpin
Email: turpin.26@osu.edu
Office Hours: By appointment

Course Information
Course times and location: No required scheduled meetings; course instruction occurs asynchronous in Carmen.
Mode of delivery: Distance Learning (Asynchronous)

Course Overview
Description / Rationale
This 4-credit integrative practice course offers an advanced exploration of diverse traditions, practices, and transformations associated with weddings and celebrations globally. Students will actively engage in scholarly research primarily through conducting literature reviews to inform their Multicultural Wedding Project. Experiential learning occurs via interactive case studies, structured project-based activities, and reflective exercises.

Relation to Other Courses
This course complements *Special Events Planning and Management (CSHSPMG 4600)* by providing specialized knowledge in multicultural wedding planning, a topic not covered in the broader events course. It may be taken independently and does not require prior completion of other event planning courses.

Prerequisites: N/A
Prerequisite Knowledge: N/A

Course Learning Objectives
By the end of this course, students will be able to:
1. Identify key wedding customs, traditions, and rituals across global cultures and religions.
2. Plan and execute weddings that effectively incorporate diverse cultural traditions.
3. Conduct scholarly research and engage in creative inquiry relevant to multicultural wedding planning.
4. Apply logistical, budgeting, and marketing techniques tailored to multicultural events.
5. Evaluate legal, ethical, and business practices integral to multicultural wedding management.

GEN Goals

Theme: Traditions, Cultures, and Transformations

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

GEN Expected Learning Outcomes

Theme: Traditions, Cultures, and Transformations

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.
1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
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.
3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
3.3. Examine the interactions among dominant and sub-cultures.
3.4. Explore changes and continuities over time within a culture or society.
4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course meets the GEN Theme "Traditions, Cultures, and Transformations" by guiding students through a rigorous exploration of global wedding traditions, cultural rituals, and contemporary transformations within the hospitality and event planning industries. Students engage in systematic analysis of cultural traditions, historical and contemporary cultural interactions, and the influence of traditions on individual experiences and institutional practices. Assignments and research projects encourage students to critically examine cultural identity, analyze the implications of evolving societal norms, and creatively incorporate scholarly insights into practical event planning scenarios, fostering an integrative understanding of the complex dynamics between culture, tradition, and societal change.

Course Materials

Required

- Daniels, Maggie, and Wosicki, Carrie. *Wedding Planning and Management: Consultancy for Diverse Clients.* Routledge, latest edition.

- Casado-Diaz, I. & Clarke, J. (2022). "Cross-cultural Weddings: Exploring Cultural Symbolism and Identity," *Journal of Hospitality and Tourism Management.*

- *Shen, A. (2019). "Constructing Ethnic Identity through Wedding Rituals," *Journal of Contemporary Ethnography.*

- *Sassler, S. & Miller, A. (2019). "Changing Patterns of Marriage and Cohabitation," *Annual Review of Sociology.*

- *McIntosh, A., & Harris, C. (2018). "The Wedding Servicescape: Designing Memorable Experiences," *Event Management.*

- *Leeds-Hurwitz, W. (2002). "Wedding as Text: Communicating Cultural Identities Through Ritual." *Communication Studies.*

- *Johnston, J., & Cairns, K. (2012). "Eating for Change: Ethical Consumption and the Wedding Industry." *Journal of Consumer Culture.*

- *Lee, S.K., & Bai, B. (2018). "A Qualitative Study on Destination Wedding Decision Making." *International Journal of Hospitality Management.*

*Available in Carmen.

Supplemental / Optional
N/A

Course Requirements/Evaluation

Grades

Assignment / Category	Points
Assignment 1: Discussion Post 1	50
Assignment 2: Research Proposal Draft	100
Assignment 3: Annotated Bibliography	100
Assignment 4: Trend Analysis Paper	100
Assignment 5: Destination Wedding Proposal	100
Assignment 6: Budget Draft	50
Assignment 7: Timeline and Milestones	50
Assignment 8: Catering Management Project	100
Assignment 9: Ceremony Planning Exercise	50

Assignment 10: Servicescape Project	100
Assignment 11: Media Plan	50
Assignment 12: Ethical Reflection Paper	100
Assignment 13: Logistics Management Plan	100
Assignment 14: Draft Project Presentation	100
Assignment 15: Final Project and Reflection	200
TOTAL	**1,350 points**

See below for assignment descriptions and due dates.

Late Assignments

Late submissions are generally not accepted to ensure fairness and consistency for all students. Please refer to Carmen for due dates and plan your schedule accordingly.

However, I understand that unexpected circumstances can arise. Therefore, the following provisions are in place:
1. **Early Submission Encouragement**: Students are encouraged to work ahead and submit assignments early if they anticipate any conflicts with the due dates.
2. **Grace Period**: A 24-hour grace period is provided for each assignment. During this period, assignments can be submitted without penalty. This is designed to accommodate minor unforeseen issues.
3. **Emergency Situations**: In the case of emergencies or significant personal issues (e.g., illness, family emergencies), students should contact me as soon as possible to discuss potential accommodations. Documentation may be required.
4. **Extensions**: Extensions may be granted under exceptional circumstances but must be requested at least 48 hours before the due date. Approval is at the discretion of the instructor and will be based on the merit of the request.
5. **Penalty for Late Submission**: Assignments submitted after the grace period without an approved extension will incur a penalty, up to three days. After three days, the assignment will not be accepted.
6. **Open Communication**: If you are struggling with the course load or facing ongoing challenges, please reach out to me early. I am here to support your success and can help you find resources or strategies to manage your workload.

By adhering to this policy, we can maintain a structured and fair environment while also showing compassion for individual circumstances.

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

Assignment 1: Discussion Post 1 (CO 1, 2; GEN ELO 1.1, 2.2)

Introduce yourself and reflect on your initial understanding of multicultural wedding planning. Clearly identify two key interests and two specific questions about cultural traditions. (200-300 words)
- Introduction (10 points): Brief introduction, including your background and experiences.

- Reflection (10 points): Your understanding of multicultural wedding planning's importance in hospitality.
- Key Interests (10 points): Two clearly stated interests and brief explanations.
- Specific Questions (10 points): Two questions about cultural traditions you hope to explore.
- Professionalism and clarity (10 points): Tone, grammar, and readability.

Assignment 2: Research Proposal Draft (CO 1, 3; GEN ELO 1.2, 2.1)

Prepare a brief research proposal for your multicultural wedding project.
- Research Topic (20 points): Clearly state your chosen cultural context.
- Research Questions (20 points): Outline two focused research questions guiding your inquiry.
- Initial Scholarly Sources (30 points): List at least three relevant scholarly sources.
- Justification (20 points): Explain how this research will contribute to your final project.
- Professionalism and format (10 points): Grammar, clarity, and adherence to guidelines (1-2 pages).

Assignment 3: Annotated Bibliography (CO 1, 5; GEN ELO 1.2, 3.3, 4.1)

Compile an annotated bibliography for your multicultural wedding project.
- Sources Selection (30 points): Select at least six scholarly sources directly relevant to your topic.
- Annotations (50 points): Provide a brief summary (2-3 sentences per source), clearly explaining relevance.
- Scholarly Quality (30 points): All sources must be credible and relevant scholarly articles.

Assignment 4: Trend Analysis Paper (CO 1, 3; GEN ELO 3.1, 3.2)

Analyze two contemporary trends influencing multicultural weddings, supported by scholarly literature.
- Introduction (20 points): Clearly introduce two trends selected for analysis.
- Trend Analysis (40 points): Detailed discussion of each trend, supported by scholarly sources.
- Implications (30 points): Discuss implications for wedding planning practices.
- Writing Quality (10 points): Professionalism, clarity, and adherence to length (2-3 pages).

Assignment 5: Destination Wedding Proposal (CO 2, 3, 4; GEN ELO 2.1, 4.1)

Prepare a detailed proposal for a destination wedding that integrates cultural, logistical, and marketing research.
- Destination Overview (20 points): Clearly state and justify your chosen destination.
- Cultural Considerations (30 points): Identify specific cultural factors that must be respected.
- Logistical Plan (30 points): Detail practical logistical elements including travel, accommodations, and local resources.
- Marketing Strategy (20 points): Brief marketing plan reflecting research insights and target audience appeal.

Assignment 6: Budget Draft (CO 4; GEN ELO 2.1)

Draft a realistic wedding budget, clearly categorizing anticipated expenses.
- Budget Categories (20 points): Identify key categories clearly and accurately.
- Budget Estimates (20 points): Provide realistic estimates based on research.
- Presentation (10 points): Clarity, format, and professionalism.

Assignment 7: Timeline and Milestones (CO 3, 4; GEN ELO 3.4)

Create a detailed planning timeline including key milestones and deadlines.
- Comprehensiveness (20 points): Timeline covers all critical aspects of planning.
- Realistic Scheduling (20 points): Dates and milestones realistically paced.
- Professionalism and clarity (10 points): Well-organized and easy to follow.

Assignment 8: Catering Management Project (CO 2, 3, 4; GEN ELO 2.1, 3.1, 4.1)

Develop a culturally appropriate catering plan addressing menus, service logistics, and dietary considerations.
- Menu Development (30 points): Menus clearly align with cultural needs.
- Service Logistics (30 points): Realistic service plans addressing cultural nuances.
- Dietary Needs (20 points): Clearly identify dietary restrictions or special needs.
- Professionalism and creativity (20 points): Thoughtful presentation and feasibility of plan.

Assignment 9: Ceremony Planning Exercise (CO 1, 2, 3; GEN ELO 3.3, 3.4)

Outline a culturally respectful wedding ceremony.
- Ceremony Structure (20 points): Clearly detailed order of ceremony.
- Cultural Rituals (20 points): Inclusion and explanation of meaningful rituals.
- Professionalism and clarity (10 points): Organized and professional outline.

Assignment 10: Servicescape Project (CO 2, 4; GEN ELO 2.1, 3.3, 4.1)

Design a detailed event layout, incorporating culturally meaningful décor.
- Cultural Elements (30 points): Integration of relevant cultural elements clearly described.
- Design Creativity (30 points): Demonstrate thoughtful, creative approach to layout.
- Practicality (30 points): Realistic and functional event setup.
- Professionalism (10 points): Quality and clarity of presentation.

Assignment 11: Media Plan (CO 4; GEN ELO 3.2, 4.1)

Develop a multimedia strategy for event documentation, considering cultural sensitivities.
- Media Selection (20 points): Appropriate and clearly justified choices.
- Cultural Sensitivity (20 points): Demonstrates understanding of cultural appropriateness.
- Professionalism and clarity (10 points): Format and presentation clarity.

Assignment 12: Ethical Reflection Paper (CO 5; GEN ELO 2.2, 3.1, 4.2)

Reflect on ethical considerations in multicultural wedding planning.
- Ethical Issues (40 points): Clearly identify ethical challenges.
- Strategies and Solutions (40 points): Practical solutions based on course content.
- Reflection Quality (20 points): Depth of personal insight and application of ethical frameworks (2-3 pages).

Assignment 13: Logistics Management Plan (CO 4; GEN ELO 2.1, 4.1)

Develop a comprehensive logistics plan covering vendor coordination, rentals, site management, and contingencies.
- Vendor and Site Management (40 points): Clearly detailed vendor and site logistics.
- Contingency Planning (40 points): Identify and mitigate potential risks.
- Professionalism and Clarity (20 points): Logical and clear presentation.

Assignment 14: Draft Project Presentation (CO 1-5; GEN ELO 1.1, 1.2, 2.2, 4.2)

Present a complete draft of your Multicultural Wedding Project.
- Content Completeness (40 points): Covers all project components thoroughly.
- Quality of Research (30 points): Integration and application of scholarly research clearly demonstrated.
- Peer Review Participation (30 points): Constructive feedback provided to peers.

Assignment 15: Final Project and Reflection (CO 1-5; GEN ELO 1.1, 1.2, 2.2, 4.2)

Final recorded presentation and reflective essay demonstrating integration of research and practical planning.
- Final Presentation (100 points): Professional, clearly structured, culturally informed plan (8-10 min.).
- Reflective Essay (100 points): Thoughtful reflection on learning, research application, and professional growth (2 pages).

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 hours on school days**.

Course Assignments and Academic Integrity
In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:
- *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.
- *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.

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
- **TYY**: 614-688-8743

Baseline technical skills necessary for online/hybrid courses:
- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)
- Streaming audio and video
- CarmentZoom

Technology necessary for this course:
- CarmenCanvas accessibility

- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

Student Resources

Technology:
EHE Tech Help   OSU Tech Support

Academics:
EHE Homepage   EHE Advising
OSU Advising   OSU Library
Dennis Learning Center   EHE Office of Research
OSU Office of Research

Student Life:
OSU Student Health Services   EHE Undergraduate Student Services
OSU Student Life   OSU Student Advocacy Center
OSU Student Financial Aid   EHE Career Services
OSU Career Counseling and Support Services
EHE Office of Diversity, Inclusion, and Community
Engagement

Course Schedule

WEEK/ UNIT	DATE(S)	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		Introduction to Wedding Consultancy	LO 1, LO2	Daniels Ch. 1	Discussion Post 1
2		Cultural Foundations and Research Methods	LO1, LO3	Daniels Ch. 2; Casado-Diaz & Clarke; Leeds-Hurwitz (2002) Recorded Guest Speaker	Research Proposal Draft
3		Consumerism and Cultural Trends	LO1, LO3	Daniels Ch. 3; Shen (2019); Johnston & Cairns (2012)	Trend Analysis Paper
4		Family Dynamics and Legal Context	LO1, LO5	Daniels Ch. 4; Sassler & Miller (2019)	Annotated Bibliography
5		Tourism and Destination Weddings	LO2, LO3, LO4	Daniels Ch. 5; Lee & Bai (2018) Recorded Guest Speaker	Destination Wedding Proposal
6		Wedding Budgeting	LO4	Daniels Ch. 7	Budget Draft

7		Wedding Timelines and Coordination	LO3, LO4	Daniels Ch. 8	Timeline and Milestones
8		Catering, Food, and Beverage Planning	LO2, LO3, LO4	Daniels Ch. 9	Catering Management Project
9		Ceremony Structures and Rituals	LO1, LO2, LO3	Daniels Ch. 11	Ceremony Planning Exercise
10		Floral Décor and Event Design	LO2, LO4	Daniels Ch. 12; McIntosh & Harris (2018) Recorded Guest Speaker	Servicescape Project
11		Photography, Entertainment, and Media Integration	LO4	Daniels Ch. 13-15 (selections) Recorded Guest Speaker	Media Plan
12		Ethical and Professional Practices	LO5	Daniels Ch. 20,22-23	Ethical Reflection Paper
13		Logistics, Rentals, and Site Management	LO4	Daniels Ch. 16-17 Recorded Guest Speaker	Logistics Management Plan
14		Integrative Project Development	LO1, LO2, LO3, LO4, LO5	Peer Review Activities	Draft Project Presentation
15		Final Project and Reflection	LO1, LO2, LO3, LO4, LO5		Final Project and Reflection

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.htm)

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.

In accordance with this policy, in our course we will use AI in the following ways. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact me to discuss it first.

Approved Tool for Collaboration:
You may use **Co-Pilot**, the university's approved AI tool, for the following assignments and activities:
1. *Refining Your Own Writing***:**
   - Utilize Co-Pilot to help improve the clarity, coherence, and quality of your written assignments.
   - Example: Grammar and style suggestions, restructuring paragraphs, or enhancing the flow of your discussions.
2. *Collaborating on Ideas:*
   - Engage with Co-Pilot to expand upon your own ideas and thoughts for various projects and assignments.
   - Example: Brainstorming sessions, developing outlines, or generating new perspectives on a topic.

Permitted Uses:
- *Writing Improvement:*
  - Apply Co-Pilot's suggestions to enhance the technical aspects of your writing, such as grammar, punctuation, and syntax.

- *Assignments*
    - Utilize Co-Pilot to improve the structure, clarity, and coherence of your final paper. However, <u>ensure that the content reflects your original research and analysis</u>.

Prohibited Uses:
- *Authentic Content Creation:*
    - *Discussion Prompts:*
        - Discussion prompts require your authentic and original ideas. Do not use Co-Pilot to generate responses for these assignments.
        - Ensure that all content in discussion posts reflects your personal understanding and experiences.
    - *Quizzes:*
        - Do not use Co-Pilot or any AI tool to answer questions on quizzes or exams, as this violates academic conduct policies.
    - *Final Paper and Assignments:*
        - Do not use Co-Pilot to generate the main content or research for your final paper or other assignments. All research and analysis must be your own work.

Citing AI Usage
When you use Co-Pilot or any AI tool to assist with your assignments, you must properly cite its usage. Here's how you can do it:
- *In-text Citation*: If you use Co-Pilot for specific suggestions or improvements, include an in-text citation like this: (Assisted by Co-Pilot AI).
- *Acknowledgment Section*: Include a brief acknowledgment at the end of your assignment or in a footnote. For example:
    - "This document was improved with assistance from Co-Pilot AI for grammar and style suggestions."

AI tools like Co-Pilot are valuable for enhancing your learning experience but should be used appropriately. They can assist in improving your writing, gathering information, and expanding your ideas. However, they should not replace authentic content creation, especially for discussion prompts or assignments. Always ensure your submissions reflect your original thoughts and understanding.

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: Traditions, Cultures, and Transformations

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 <u>and</u> 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 (Traditions, Cultures, and Transformations)

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.

> This course exemplifies the theme of Traditions, Cultures, and Transformations by critically examining global wedding customs, rituals, and practices, highlighting how they both reflect cultural identities and evolve in response to societal shifts. Through scholarly inquiry and practical application, students explore how weddings both preserve cultural traditions and adapt to contemporary changes across diverse global communities.

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.	Students engage in critical and logical thinking through: weekly scholarly discussion posts evaluating cultural wedding traditions (e.g., Discussion Post 1); literature reviews requiring evaluation of cutting-edge scholarship (Annotated Bibliography, Trend Analysis Paper); and critical synthesis and evaluation within a multicultural wedding project (Final Project and Reflection).
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students undertake advanced scholarly exploration through structured research assignments including developing a Research Proposal Draft, an Annotated Bibliography identifying and evaluating scholarly literature, and analyzing contemporary trends supported by scholarly research (Trend Analysis Paper).
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students identify, describe, and synthesize approaches through the Destination Wedding Proposal, Catering Management Project, and Servicescape Project. These assignments require the integration of scholarly research, cultural contexts, and professional industry practices to formulate cohesive event plans.
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 regularly engage in reflective practices via assignments such as Discussion Post, Ethical Reflection Paper, and Final Project and Reflection. Each reflective activity allows students to assess their evolving understanding, skill acquisition, and professional growth as they connect personal experiences, course learning, and practical application to new and complex situations within multicultural event management.

Goals and ELOs unique to Traditions, Cultures, and Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Students examine how religious beliefs, gender roles, consumerism, and family dynamics influence contemporary wedding practices through readings (e.g., Daniels chapters 2-4), discussions, and assignments such as the Trend Analysis Paper and Ethical Reflection Paper.
ELO 3.2 Analyze the impact of a "big" idea or technological	The Trend Analysis Paper and Media Plan assignments require students to critically evaluate how major cultural shifts or technological advances (e.g., social media, destination

advancement in creating a major and long-lasting change in a specific culture.	wedding trends, ethical consumerism) reshape cultural wedding practices and client expectations.
ELO 3.3 Examine the interactions among dominant and sub-cultures.	Students engage with assignments such as the Annotated Bibliography, Ceremony Planning Exercise, and Servicescape Project to examine how dominant cultures and sub-cultures interact and influence one another in wedding traditions and celebrations, highlighting dynamics of cultural integration and identity preservation.
ELO 3.4 Explore changes and continuities over time within a culture or society.	Assignments including the Timeline and Milestones project, Ceremony Planning Exercise, and final integrative reflection require students to consider historical shifts, continuity, and changes within specific wedding traditions and cultures, addressing cultural adaptations over time.
ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.	Throughout the course, especially in the Annotated Bibliography, Destination Wedding Proposal, and Ethical Reflection Paper, students systematically explore and explain the diverse expressions of wedding traditions, organizational practices, and individual experiences, critically addressing both similarities and disparities across cultures and communities.
ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.	Students explore this explicitly through the Ethical Reflection Paper, Annotated Bibliography, and Final Project Reflection, critically analyzing how categories such as race, ethnicity, gender, and perceptions of difference shape the wedding industry, impact planning decisions, client interactions, and broader societal outcomes related to inclusion, equity, and cultural sensitivity.

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be _as specific as possible_, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an _original_ intellectual or _creative_ contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, _or_ (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:
- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. <u>Disciplinary expectations and norms</u>: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (**This information should also be readily visible on the syllabus.**)

2. Teaching methods and practices: Which class activities and materials will be used to <u>teach</u> students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. <u>Implementing</u>: Through which class activities and materials will the students be given opportunities to <u>practice</u> disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

4. <u>**Demonstration of competence**</u>**: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)**

5. <u>Scaffolding and mentoring</u>: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

6. <u>Reflection</u>: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

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.

o 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.

o 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.

o 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.

o 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.

o   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).

o   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.

o   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 or 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.

o   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):

o   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.

o   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.

o   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.

o   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.

From: Hewitt, Elizabeth
Sent: Friday, April 25, 2025 12:14 PM
To: Tackett, Kimberly
Cc: Higginbotham, Jennifer
Subject: Re: Request for Concurrence: CSHSPMG 3600

Dear Kimberly,

Our folklorists teach courses that include the study wedding ceremony cultures and practices, but our courses are not focused on the practical aspects of wedding planning. Therefore, we grant concurrence.

Thank you for reaching out!
Best,
Beth

Elizabeth Hewitt (she/her)
Professor and Chair
Department of English
The Ohio State University
Denny Hall 530
164 Annie & John Glenn Ave.
Columbus, OH 43210

From: Tackett, Kimberly <tackett.209@osu.edu>
Date: Tuesday, April 22, 2025 at 1:59 PM
To: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Request for Concurrence: CSHSPMG 3600
Good afternoon, Dr. Hewitt!

I am hoping you are the appropriate contact within the English department to discuss concurrence - if not, please do let me know. Our faculty in the Department of Human Sciences is seeking concurrence for a new GEN course (Theme - Traditions, Cultures, and Transformations):

CSHSPMG 3600 - Wedding Planning Across Cultures: Vows & Visions

As suggested by the College of EHE's Curriculum Committee, we are requesting concurrence from the College of ASC, specifically the English Department (Folklore Studies). Attached are the relevant documents, including the curriculum entry from curriculum.osu.edu and the course syllabi. Please review and confirm your department's concurrence by **May 6th** (ten business days, per university guidelines).

Please let me know if you have any questions or concerns. Make it a great day!

Thank you,
Tackett

THE OHIO STATE UNIVERSITY

Kim Tackett, M.Ed. [She/Her]
College of Education and Human Ecology
Department of Human Sciences
Office of Academic Program Services and Innovation (OAPSI)