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## Consumer Science: Hospitality Management 3600

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

Date Fri 9/26/2025 10:38 AM

To Tackett, Kimberly <tackett.209@osu.edu>

Cc Tuxbury-Gleissner, Philip <tuxbury-gleissner.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good morning,

On Thursday, Sept. 11th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for CSHM3600 for inclusion in the GEN Theme: Traditions, Cultures, and Transformations category. The course was also reviewed as a 4 CH HIP course.

The Subcommittee **voted "no" on the High-Impact Practice**; they did not vote on the proposal **for inclusion in the Theme** as they would like the following points addressed:

- a. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b. The Subcommittee asks that the department alter the course's assignments so that the Theme has a stronger presence in most (if not all) of the assignments. Currently, the assignments appear to be strongly focused on the logistical concerns of the event planner (with some attention to the Traditions, Cultures, and Transformations Theme), rather than being strongly focused on the theme as viewed through the lens of event planning.

For example, the Media Plan (syllabus, p. 6 - Assignment 11/Week 11) currently centers on Media Selection and Professionalism (30 of the 50 points); this could be altered to include more attention to the history of wedding documentation and how that has changed over time due to technological innovations, including, e.g., painting, photography, videography, etc.

- c. The Subcommittee does not believe that the course, in its current form, meets the GEN Traditions, Cultures, and Transformations Goals and ELOs. In general, they would like the theme to be the primary focus of the course, and have a stronger presence in the course's activities, readings, and assessments (as noted above in item 'b'); additionally, the reading list should be expanded to include a significant number of scholarly readings from a variety of disciplines. The Subcommittee offers the friendly suggestion that it may be helpful to consider what students outside of the Hospitality Management program might *need to know* and *need to be able to think critically about* in order to understand the wedding as a cultural tradition that changes over time. The Subcommittee offers the following comments regarding specific ELOs to aid the department in altering/augmenting the course:

- i. ELO 1.1 – The Subcommittee asks that the department provide students with further opportunities to engage in “critical and logical thinking” about the theme. As currently presented, critical and logical thinking in the course seems to be

centered on the professional and practical aspects of wedding planning rather than centering around the theme.

ii. ELO 1.2 – The Subcommittee requests that the department provide a more “in-depth and scholarly exploration of the topic or idea of the theme”. Specifically, they are concerned that the course’s focus on the practical aspects of wedding planning (budget, timelines, site management, etc.) has prevented a deeper exploration of the cultures and traditions that would mark it as an advanced course in the theme. For example, they note that the focus on “identify[ing] key wedding customs, traditions, and rituals across global cultures and religions” (curriculum.osu.edu under “Course Details; Course goals or learning objectives/outcomes” and syllabus, p. 1) does not constitute an advanced study of the traditions of weddings in various cultures, and how those traditions have changed over time.

iii. ELO 2.1 – The Subcommittee asks that the department include in the course further readings from this field and adjacent scholarly fields (e.g. anthropology, sociology, history, comparative studies, etc.) so that students may “identify, describe, and synthesize” a variety of approaches to the theme through an in-depth study of the cultural values, ethical dilemmas, and changing traditions associated with weddings and marriage.

iv. ELO 3.2 – The Subcommittee asks the department include in the syllabus (via the course description, course assignments, and course materials) an identification of the “‘big’ idea or technological advancement” that is being studied in the course, and how this idea or advancement will be analyzed by students. They note that the department cites the Trend Analysis Paper and Media Plan assignments as fulfilling this ELO; however, these assignments focus on current practice in wedding planning and do not ask students to analyze how a particular idea or advancement changes weddings or wedding planning over time, “creating a major and long-lasting change in a specific culture.”

v. ELO 3.4 – The Subcommittee requests that the department alter the course to engage more broadly with “changes and continuities over time”. Specifically, they are interested in an approach that examines the changes in cultures and traditions over a significant span of time *within that culture* rather than the planning of a particular ceremony or event. Currently, the department states that this ELO will be fulfilled by the “Timeline and Milestones” assignment and the “Ceremony Planning” assignment, which center on specific aspects of a particular wedding ceremony rather than the culture at large.

vi. ELO 4.2 – The Subcommittee notes and appreciates that students in the course will learn to *recognize* “differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals”; however, it is difficult to see how they will be presented with material that allows them to *explain* those differences in a profound way, avoiding the exoticization of different traditions and encouraging the synthesis of scholarly ideas about the theme.

vii. HIP – The Subcommittee does feel that the course has the potential (after significant revision) to be a Themes course; however, they do not see a path forward for the course as a 4 CH High-Impact Practice course. The final project,

while appropriate as a culminating project for a 3-credit hour Themes course, does not meet the standards for a research and creative inquiry that “create[s] new knowledge or advance[s] praxis” in the discipline.” Should the department wish to revise and resubmit the course, the Subcommittee asks that the course be resubmitted as a 3 CH course without the High-Impact Practice.

- d. As of August 29<sup>th</sup>, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
1. Academic Misconduct
  2. Student Life - Disability Services
  3. **Religious Accommodations**
  4. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 14 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

I will return CSHM 3600 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests, including the removal of the 4<sup>th</sup> credit hour and the High-Impact Practice.

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

Best,  
Rachel



**Rachel Steele, MA**

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

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tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.