

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 2240
Course Title Power, Culture, and Belonging in the Workplace
Transcript Abbreviation Belong in Wrkplace
Course Description This course examines how race, ethnicity, and gender shape professional settings across sectors. Students explore challenges and celebrate the value diversity brings. Using macro (societal) and micro (organizational) lenses, they develop skills to be proactive agents of change and foster inclusive environments.
Semester Credit Hours/Units Fixed: 3

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
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 Yes

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
Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Identify key concepts and theories related to race, ethnicity, and gender, understanding their influence across professional settings.
- Explore the effects of these social categories on organizational culture and dynamics in various sectors.
- Create practical strategies to promote inclusive environments that capitalize on diversity.
- Recognize challenges and opportunities diversity presents in professional contexts.
- Determine best practices for diversity management suitable for different industries.

Content Topic List

- Gender Dynamics
 - Race & Ethnicity in the Workplace
 - Celebrating Success LGBTQ+ Inclusion
 - Indigenous Perspectives
 - Stereotype/Bias
 - Legal Framework
 - Intersectionality & Strength
 - Media & Diversity
 - Global Perspectives
 - Allyship, Action
 - Org. Culture
- No

Sought Concurrence

Attachments

- CSHSMPG 2240 Letter of Support.pdf: 10.14.25 Letter of Support
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- CSHSMPG 2240 CL.pdf: 10.14.25
(Cover Letter. Owner: Tackett, Kimberly Ann)
- CSHSMPG 2240 GE Submission Form.pdf: 10.14.25 GE REGD Form
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- CSHSMPG 2240 Syllabus.pdf: 10.14.25
(Syllabus. Owner: Tackett, Kimberly Ann)
- CSHSMPG 2240 Course Assurance.pdf: 10.14.25 Course Assurance
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)

Comments

COURSE REQUEST
2240 - Status: PENDING

Last Updated: Locascio, Peter J.
11/05/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	10/14/2025 04:11 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/15/2025 10:44 AM	Unit Approval
Approved	Locascio, Peter J.	11/05/2025 01:27 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/05/2025 01:27 PM	ASCCAO Approval



November 7, 2024

Dear Sue,

I am pleased to present a proposal for a new General Elective (GE) course aimed at enriching our curriculum and enhancing the visibility of our program. The proposed course, CSHSPMG 2240 - Power, Culture & Belonging in the Workplace, addresses a significant gap in our current offerings by focusing on the interplay of race, ethnicity, and gender in professional settings.

Proposed Course: CSHSPMG 2240 Power, Culture & Belonging in the Workplace

Course Description:

This course explores the critical roles that race, ethnicity, and gender play in professional settings across various sectors, celebrating the value and strength that diversity brings to the workplace. Students will gain a comprehensive understanding of the complexities involved and learn how to be proactive agents of change. This course aims to foster environments that are not only inclusive but also vibrant and innovative.

This course is designed not only to fill a crucial curricular gap but also to raise the visibility of our program as a provider of vital GE content, potentially building enrollment. We have identified a high-quality instructor for this course who not only earned her PhD in Education from The College of Education and Human Ecology but is also a recognized DEIA (Diversity, Equity, Inclusion, and Access) Leader in Hospitality and content expert.

This proposal has been reviewed and supported by CS faculty as of October 2024. If you have any questions or require further information, please do not hesitate to contact me at turpin.26@osu.edu.

Sincerely,

Anne Turpin

October 14, 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:

CSHSPMG 2240 Power, Culture, and Belonging in the Workplace (3cr)

Proposal: New course, GEN Foundation: Race, Ethnicity, and Gender Diversity, Distance Learning

The proposed course addresses a significant gap in the Hospitality Management course offerings by focusing on the interplay of race, ethnicity, and gender in professional settings.

Attached you will find the necessary documentation outlining proposal details. Review of and approval from the Consumer Sciences faculty and the Department of Human Sciences Undergraduate Studies Chair Committee has been obtained. There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this request. If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



Sue Sutherland, PhD

Pronouns: she/her/hers

Professor, Associate Department Chair

College of Education and Human Ecology

CSHSPMG 2240 – Power, Culture & Belonging in the Workplace

Term Year, 3 CREDIT HOURS, Undergraduate

Instructor: Anne Turpin

Email: turpin.26@osu.edu

Office Hours: Wednesday's 9:45am-10:30am via zoom

Course Information

Course time and location: No required scheduled meetings

Mode of delivery: Distance Learning; Asynchronous

Course Overview

Description/Rationale

This course explores the critical roles that race, ethnicity, and gender play in professional settings across various sectors, not only to address challenges but also to celebrate the value and strength that diversity brings to the workplace. Through examining these factors with both macro (societal) and micro (organizational) lenses, students will not only gain a comprehensive understanding of the complexities involved but also learn how to be proactive agents of change, fostering environments that are not only inclusive but also vibrant and innovative.

Relation to Other Courses

"Race, Ethnicity, and Gender in the Workplace" provides an in-depth look at diversity in professional environments. It enriches students' understanding of how theoretical concepts of diversity apply practically across fields, preparing them to be effective and empathetic leaders in diverse settings.

Prerequisites: N/A

Prerequisite Knowledge: N/A

GEN Foundations: Race, Ethnicity, and Gender Diversity Goals

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

GEN Foundations: Race, Ethnicity, and Gender Diversity Expected Learning Outcomes

Successful students are able to:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.

- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course satisfies the GEN Foundations by engaging students in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender shape perceptions and societal structures. Students will learn to describe, explain, and analyze these impacts while practicing critical self-reflection and developing strategies for advocacy and change in professional settings.

Course Goals and Expected Learning Outcomes

By the end of this course, students will be able to:

1. Identify key concepts and theories related to race, ethnicity, and gender, understanding their influence across professional settings.
2. Explore the effects of these social categories on organizational culture and dynamics in various sectors.
3. Create practical strategies to promote inclusive environments that capitalize on diversity.
4. Recognize challenges and opportunities diversity presents in professional contexts.
5. Determine best practices for diversity management suitable for different industries.

Course Materials

Required

All required readings and materials will be available in Carmen.

Books and Articles

Anzaldúa, G. (1987). *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. (Selected excerpts)
 Du Bois, W. E. B. (1903). *The Souls of Black Folk*. Chicago, IL: A. C. McClurg & Co. (Selected chapters)
 McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. *Independent School*, 49(2), 31-36.

Videos

"Schools on Trial: I Just Sued the District" (Documentary).
 TED Talk: Kimmel, M. S. (2015). Why Gender Equality Is Good for Everyone.
 TED Talk: Sinclair, S. (2021). Why We Need to Amplify Indigenous Voices.

Podcasts

"The History of Racial Equality and Equity."
 "Unconscious Bias and Stereotypes in Hiring."
 "LGBTQ+ Inclusion in the Workplace."
 "The Model Minority Myth and Its Impact on Asian Americans."
 "Understanding Media Representations and Their Impact on Work Culture."
 "How Health Disparities Affect Workplace Productivity."

Guest Speaker Video Recordings

Guest speaker sessions featuring professionals from various workplace settings, discussing real-world applications and diverse perspectives related to race, ethnicity, and gender in the workplace. These video recordings will be made available on Carmen for students to access asynchronously.

Supplemental/Optional

N/A

Course Requirements/Evaluation

Grades

Assignment/Category	Points or Percent
Reflection Papers	200 points
Media Critique Essays	150 points
Group Project	250 points
Final Project Presentation	300 points
Participation & Engagement	100 points
TOTAL	1000 points

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

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

Assignment Descriptions

Reflection Paper (200 points) (LO 1, LO 2)

Description: Reflect on the historical contexts of race as discussed in "The Souls of Black Folk". Analyze its relevance to contemporary diversity challenges in professional environments, integrating personal experiences or observations with course materials to suggest actionable changes.

Media Critique Essay (150 points) (LO 3, LO 4)

Description: Critique media representations based on "Reel to Real" and related podcasts. Assess how media shapes perceptions of race, ethnicity, and gender in the workplace, integrating course readings and external examples to propose strategies for more inclusive media portrayals.

Group Project (250 points) (LO 2, LO 4)

Description: Develop and present a project focusing on indigenous perspectives in workplace diversity. Use insights from the TED Talk and Sinclair's work to propose methods for amplifying indigenous voices in professional settings, incorporating course content and group research.

Policy Analysis Presentation (200 points) (LO 3, LO 5)

Description: Analyze legal frameworks that support workplace diversity based on a guest speaker session. Present on how these laws are applied in real-world scenarios, offering critiques and enhancements to improve inclusivity and equity.

Final Project Presentation (300 points) (LO 1, LO 2, LO 3, LO 4, LO 5)

Description: Synthesize knowledge from the entire course, focusing on strategies for promoting and sustaining diversity in the workplace. This presentation should incorporate course concepts, case studies, and personal insights to propose practical diversity initiatives.

Discussion Posts (50 points each) (LO 1, LO 2, LO 3, LO 4, LO 5)

Throughout the course, students will engage in discussion posts throughout the semester that require them to reflect and share perspectives on the materials and content covered that week. These discussions are designed to deepen understanding of the topics, relate theories to current workplace practices, and encourage interaction among peers to explore diverse viewpoints. Each post should directly reference the readings, lectures, or media from that week, providing a critical analysis of how these resources apply to real-world situations.

Course Policies

Communication

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

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

- *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. Informality (including an occasional emoticon) is fine for non-academic topics.
- *Tone and civility:* Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources:* When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page number. For online sources, use a link.
- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. Remember 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.

Email: I will reply to emails 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 Etiquette

It is your responsibility to exhibit professional behavior and decorum in all modes of communication.

- Honor people's rights to their opinion; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.

As it pertains to discussion posts:

- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Do not distribute copyrighted materials, such as articles and images; most things online are not licensed as “fair use.” Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Course Academic Integrity

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.

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

Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://it.osu.edu/help>, and support for urgent issues is available 24 hours and 7 days a week.

Self-Service and Chat Support: <https://osuitsm.service-now.com/selfservice/>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TTY: 614-688-8743

Technology necessary for this course:

To successfully participate in this course, students will need to be proficient in the following technology skills and have access to the necessary software and hardware:

- Utilizing CarmenCanvas ([resource](#))
- Recording and Submit Videos in Carmen ([resource](#))
- Access to Software/Hardware:
 - Software:
 - Microsoft 365 Resource: <https://it.osu.edu/microsoft-365>
 - Access to word processing software (e.g., Microsoft Word, Google Docs).
 - Presentation software (e.g., Microsoft PowerPoint, Google Slides).
 - Video recording and editing software (e.g., Zoom, Screencast-O-Matic, iMovie).
 - AI tool Co-Pilot (university-approved).
 - Hardware:
 - A reliable computer or laptop with internet access.
 - A webcam and microphone for video conferencing and recording.
 - A smartphone or tablet (optional, but useful for recording videos and accessing course materials on the go).

Student Resources

TECHNOLOGY

[EHE Tech Help](#)

[EHE Tech Help](#)

ACADEMICS

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

[OSU Office of Research](#)

STUDENT LIFE

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

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

[OSU Student Health Services](#)

[OSU Student Life](#)

[OSU Student Financial Aid](#)

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

Course Schedule

Week	Date	Topic	GEN ELO's	Readings & Activities	Assignments & Assessments
1		Introduction to Course & Diversity	LO 1, LO2	Podcast: "The History of Racial Equality and Equity"	Discussion Post
2		Historical Contexts	LO1, LO2	Recorded Lecture Du Bois: <i>The Souls of Black Folk</i> (Selected chapters)	Reflection Paper due
3		Gender Dynamics	LO1, LO3	Recorded Lecture Kimmel: <i>The Gendered Society</i> (Selected chapters)	Media Critique Essay assigned
4		Race & Ethnicity in the Workplace	LO2, LO4	Recorded Lecture Omi & Winant: <i>Racial Formation</i> (Selected chapters)	Discussion Post
5		Celebrating Success in LGBTQ+ Inclusion	LO2, LO5	Recorded Lecture Documentary: <i>Pride</i> ; Podcast: "LGBTQ+ Inclusion in the Workplace"	Discussion Post
6		Indigenous Perspectives	LO2, LO4	Recorded Lecture TED Talk: "Indigenous Voices in the Workplace"; Sinclair: "Why We Need to Amplify Indigenous Voices"	Group Project Assigned
7		Stereotypes and Bias	LO1, LO3, LO4	Recorded Lecture: Stereotypes and Bias in the Workplace McIntosh: <i>White Privilege: Unpacking the Invisible Knapsack</i> ; Podcast: "Unconscious Bias and Stereotypes in Hiring"	Discussion Post
8		No Topic; Autumn Break			
9		Legal Frameworks and Protections	LO3, LO5	Recorded Guest Speaker: "Legal Aspects of Workplace Diversity"	Policy Analysis Presentation due

10		Intersectionality as a Strength	LO1, LO2, LO4, LO5	Recorded Lecture Crenshaw: "Demarginalizing the Intersection" Recorded Panel Discussion: "Intersectionality in the Workplace"	Discussion Post
11		Media and Diversity	LO3, LO4	Hooks: <i>Reel to Real</i> (Selected excerpts); Podcast: "Understanding Media Representations and Their Impact on Work Culture"	Media Critique Essay due
12		Global Perspectives on Diversity	LO1, LO5	Sassen: <i>Globalization and Its Discontents</i> (Selected chapters); Recorded Panel Discussion: "Global Perspectives on Diversity and Cultural Sensitivity in the Workplace"	Discussion Post
13		Allyship in Action	LO3, LO4, LO5	Johnson: <i>Privilege, Power, and Difference</i> ; Recorded Lecture: "Allyship Strategies for Challenging Bias in the Workplace"	Group Project Presentations
14		No Topic; Thanksgiving Break			
15		Organizational Culture	LO2, LO4, LO5	Case Studies on Organizational Diversity	Discussion Post
16		Final Presentations	LO1, LO2, LO3, LO4, LO5	N/A	Final Project Presentation

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 Misconduct

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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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.

Disability Statement (with Accommodations for Illnesses)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Columbus

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Lima

Lima-DisabilityServices@osu.edu

<https://lima.osu.edu/current-students/student-life/disability-services>

Student Services Building

567-242-6549/614-500-4445 VR

Mansfield

kreglow.11@osu.edu

<https://mansfield.osu.edu/student-life/disability-services>

279 Ovalwood Hall

419-755-4174

Marion

marionds@osu.edu

<https://osumarion.osu.edu/academics/academic-support-services/disability-services.html>

128 Maynard Hall

740-725-6247

Newark

nwk-studentlifedisabilityservices@mail.cotc.edu

Warner Center 226

740-364-9578

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, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provide, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

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:** 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) or calling 614-292-5766. CCS is located on the 4th floor of the Younk 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.**

Trigger Warning: Contents of this course may involve media that may be triggering to students due to descriptions of an/or scenes depicting acts of violence, act of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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 Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

This course, "Power, Culture & Belonging in the Workplace," serves as an introductory or foundational exploration of how race, ethnicity, and gender intersect within professional environments. It provides students with essential tools to critically assess and understand how these categories impact workplace dynamics. By analyzing these aspects at both societal and organizational levels, students will develop an understanding of the systemic barriers that marginalized groups face, as well as how diversity strengthens workplaces. Through case studies, readings, and guest speaker insights, this course enables students to build a foundation for fostering inclusive environments and leading change in professional settings.

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will describe and evaluate the social positions and representations of race, gender, and ethnicity, using course readings such as Du Bois' *The Souls of Black Folk* and Gloria Anzaldúa's *Borderlands/La Frontera*. These texts, alongside class discussions and media critiques, enable students to identify systemic inequalities and cultural representations that shape professional settings. Reflection papers will ask students to apply these concepts to real-world workplace scenarios, helping them connect theoretical knowledge with practical insights.

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will explain how categories such as race, gender, and ethnicity function within complex systems of power through assignments like the *Group Project on Indigenous Perspectives* and the *Policy Analysis Presentation*. These activities allow students to critique power structures in the workplace and legal frameworks, demonstrating the continuing impacts of inequality on individual experiences and organizational culture. Students will analyze how systems of power shape lived experiences within diverse workforces.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will analyze the intersectionality of race, gender, and ethnicity in shaping lived experiences, applying Kimberlé Crenshaw's Intersectionality Theory through case studies and lecture materials. The course will include a panel discussion on intersectionality in the workplace, fostering critical analysis of how multiple marginalized identities compound workplace experiences and outcomes. The final project will require students to develop strategies to address these intersections and promote inclusivity.

Course Subject & Number: CSHSPMG 2240

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate specific activities/ assignments through which it will be met. (50-700 words)

Students will evaluate the social and ethical implications of studying race, gender, and ethnicity by engaging with legal and ethical frameworks presented by guest speakers and through readings such as Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack." Assignments like the *Policy Analysis Presentation* will prompt students to reflect on the broader societal and ethical impacts of promoting diversity and inclusion within professional settings.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Through critical self-reflection exercises, including discussion posts and reflection papers, students will critique their own social positions and identities, considering how they influence their perspectives on workplace diversity. The course encourages self-awareness through assignments that connect personal experiences with the course material, fostering a deeper understanding of how their social identities intersect with professional environments.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students will recognize how perceptions of difference shape their attitudes, beliefs, and behaviors through media critiques and in-class discussions about unconscious bias. By analyzing documentaries such as *Schools on Trial: I Just Sued the District* and critiquing media representations, students will explore how their perceptions and biases influence their professional conduct and interpersonal relationships.

Course Subject & Number: CSHSPMG 2240

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will describe how the categories of race, gender, and ethnicity influence the lived experiences of others through group projects and assignments that require analysis of diverse workplace scenarios. The *Group Project on Indigenous Perspectives* and lectures on global perspectives will encourage students to appreciate and respect the unique challenges faced by different marginalized groups, promoting empathy and cultural sensitivity in the workplace.

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](#).