Term Information

Effective Term: Summer 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add options for offering course sections (1) less than 50% at a distance, and (2) 100% at a distance, in addition to the current option of greater or equal to 50% at a distance.
Update course objectives and topics to reflect actual implementation of the semester curriculum. Remove Lima as a campus of offering.

What is the rationale for the proposed change(s)?
In line with Ohio State University's pursuit to expand its profile in distance education, CON SCI 3940 has been identified as a course that can utilize these new technologies in order to enhance student learning, be more responsive to needs of students, and meet large enrollment demand in an environment where large classrooms are over-subscribed. The updated course objectives and topics reflect the actual implementation of the semester curriculum. The Consumer and Family Financial Management major is being discontinued on the OSU-Lima campus effective May 31, 2014. Official letters from the Associate Dean at OSU-Lima and the Curriculum Chair in Human Sciences are attached.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
The additional distance delivery options for the course are consistent with departmental and university priorities of offering distance learning opportunities for students. Additionally, the 100% distance format of the course allows pre-majors on our smaller campuses access to courses in their major area of study. The offering of this course at 100% online will not make it possible for students to complete the programs that use this course solely with 100% online courses. In addition, programs that use this course will not be marketed as 100% online programs. Finally, offering this course in a 100% online format will not result in the proportion of courses taken by majors that are delivered 100% online exceeding 50%. The updated course objectives and topics do not result in any programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Consumer Sciences
Fiscal Unit/Academic Org: Human Development & Family Sci - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 3940
Course Title: The Multicultural Consumer: Methods of Data Analysis
Transcript Abbreviation: Multicultural Cons
Course Description: Application of marketing research and statistical analysis using spreadsheet applications to examine multicultural consumers and how diversity impacts consumption, the workplace, and retailer/marketplace responses.

Semester Credit Hours/Units: Fixed: 3

Offering Information
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Stat 1350 (135), 1430 (133), or 1450 (145).

Exclusions
Not open to students with credit for 340.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
19.0402

Subsidy Level
Baccalaureate Course

Intended Rank
Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details
Course goals or learning objectives/outcomes

• Accurately interpret data relevant to the characteristics and resources of consumers
• Apply and use statistical tools and measures to describe and compare characteristics and resources of consumers in different market segments
• Present information on consumers using factual narratives, charts, figures, graphs and tables
• Identify demographic and cultural factors that influence the buying and purchasing behavior of diverse market segments in the U.S.
• Identify basic factors that influence marketing to diverse consumer segments within the U.S.
• Demonstrate acquisition of knowledge, understanding, and appreciation of the importance of culture, as well as other demographic characteristics, in successfully meeting the needs of U.S. multicultural consumers in the marketplace and workplace.

Previous Value

• Accurately interpret data relevant to the characteristics and resources of consumers
• Apply and use statistical tools and measures to describe and compare characteristics and resources of consumers in different market segments
• Present information on consumers using factual narratives, charts, figures, graphs and tables

Content Topic List

• Demographic, economic, and social characteristics of U.S. consumers (i.e. age, race, ethnicity, income, wealth, household type, education)
• Using secondary data and online information databases
• Descriptive statistics- describing consumers in market segments
• Determining differences between consumers in different market segments
• Determining relationships between variables
• Preparing and presenting research results
• Visual displays of data (tables, graphs, and charts)

Previous Value

• Introduction to marketing research
• Steps in the marketing research process including defining problems and research objectives
• Research design
• Using secondary data and online information databases
• Using focus groups, interviews, and surveys to collect primary data
• Descriptive statistics- describing consumers in market segments
• Determining differences between consumers in different market segments
• Determining relationships between variables
• Preparing and presenting research results
• Visual displays of data (tables, graphs, and charts)
• Presenting research results in Power Point

Attachments

• Upload Syllabus CON SCI 3940.pdf: CON SCI 3940
  (Syllabus. Owner: Montalto,Catherine P)
• Upload CFSS Lima Campus discontinuation approval.pdf: Letter from OSU-Lima
  (Other Supporting Documentation. Owner: Montalto,Catherine P)
• Upload CFFS discontinuation letter.pdf: Letter from Human Sciences
  (Other Supporting Documentation. Owner: Montalto,Catherine P)
Comments

Workflow Information

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CON SCI 3940 The Multicultural Consumer: Methods of Data Analysis (3 cr.)
Semester of Offering
Online Course

Instructor
Name
Office address
Email address

Office Hours
Dates and Times

Course Description
Application of marketing research and statistical analysis using spreadsheet applications to examine multicultural consumers and how diversity impacts consumption, the workplace, and retailer/marketplace responses. Prerequisite: Statistics 1350 (135), 1430 (133), or 1450 (145). Not open to students with credit for CON SCI 340.

Course Format
CON SCI 3940 is an online course and therefore there will be no face-to-face class sessions. Carmen (http://carmen.osu.edu) provides the platform for dissemination of course instructional material including video lectures and video demonstrations. The required textbook for the course is available in hardback and electronic formats. Additional required readings are posted on Carmen. All learning activities and examinations will be administered via Carmen.

Course Expectations
Some of you have taken online courses previously, while for others this is your first experience in an online course. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technological skill that can make them more demanding for some students. Students and the instructor share mutually responsibility for a successful learning experience!

Students are expected to
• review the course syllabus and the Carmen course website and ask for any clarification needed
• log onto the Carmen course website regularly to access course material and announcements
• read all assigned material and review all information required for each course module
• submit learning activities and the course project by the corresponding due dates
• complete the examinations by the corresponding deadlines
• review grades posted to Carmen and notify the instructor immediately of any errors; the deadline for communicating any grade related issues to the instructor is 5:00 PM on the last day of the semester
• have a reliable computer and internet connection throughout the semester
• have access to and be able to use a web browser (Internet Explorer, Google Chrome, Mozilla Firefox), Microsoft Word or comparable word processing software, Microsoft Excel or comparable spreadsheet software, and Adobe Reader (free)
• have an active OSU e-mail account and check the account regularly for course related email
• take an active role in your learning – learning is a verb, not a noun!

Students can expect the instructor to
• develop and provide instructional material to facilitate student learning
• provide clear guidance on the course expectations and requirements
• provide criteria for evaluation of the course project
• visit the Carmen course daily
• respond to email within one business day, excluding weekends (please put “CON SCI 3940” in the subject line when emailing the instructor)
• hold regular office hours weekly
• post grades for learning activities within ten days of the due date.
Course Objectives
Following successful completion of this course, the student should be able to:
1. Identify demographic and cultural factors which influence the buying and purchasing behavior of diverse market segments in the U.S.
2. Identify basic factors that influence marketing to diverse consumer segments within the U.S.
3. Accurately interpret data relevant to the characteristics and resources of U.S. consumers.
4. Apply and use statistical tools and measures to describe characteristics and resources of U.S. consumers.
5. Present information on U.S. consumers using factual narratives, charts, figures, graphs, and tables.
6. Demonstrate acquisition of knowledge, understanding, and appreciation of the importance of culture, as well as other demographic characteristics, in successfully meeting the needs of U.S. multicultural consumers in the marketplace and in the workplace.

Required Course Materials
NOTE: This textbook is also used in CON SCI 3930, Consumer Decision Making.
Additional required course readings are available on the Carmen course website.

Course Requirements and Grading

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<td>Learning Activities (Quizzes, Data Exercises, Group Discussions)</td>
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<td>Mid-Term Examination</td>
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<td>100 points</td>
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<tr>
<td>End-of-Term Examination</td>
<td>25%</td>
<td>100 points</td>
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<tr>
<td>Course Project</td>
<td>25%</td>
<td>100 points</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>400 points</td>
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Course Grade The course final grade will be determined according to the following scale:

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<th>Points</th>
<th>Grade</th>
<th>Points</th>
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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>73-76%</td>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
<td>C-</td>
<td>70-72%</td>
<td>B-</td>
<td>67-69%</td>
<td>E</td>
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<td></td>
<td>Below 240</td>
</tr>
</tbody>
</table>

Learning Activities
Over the course of the semester there are twelve learning activities worth ten points each. The two learning activities with the lowest points will be dropped leaving the ten learning activities with the highest points counting toward the course grade. The learning activities include chapter quizzes, data exercises, and group discussions. All learning activities will be administered via the Carmen course website and each student is responsible for accessing each learning activity from Carmen. Due dates for learning activities are listed in the syllabus and activities must be completed by 11:59 PM on the due date. No late activities will be accepted and a grade of zero will be given.

Chapter quizzes. There are six chapter quizzes worth ten points each. Each quiz consists of ten multiple choice questions focusing on concepts and vocabulary in the corresponding chapter in the course textbook. The time limit on each quiz is 45 minutes. Quizzes may be retaken twice during the quiz window with the higher score recorded as the grade.

Data exercises. There are three data exercises worth ten points each. The data exercises cover data tools on the Census website, calculation of population ratios, and using Excel to calculate descriptive statistics.

Group discussions. There are three group discussions worth ten points each. Topics for group discussions include graphing comparative data, social media, and global marketing. Expectations, requirements, and evaluation criteria for these discussions are posted on Carmen.
Examinations
A mid-term examination and an end-of-term examination will be administered via the Carmen course website. Each examination will consist of 50 multiple choice questions (each question worth 2 points) covering the untested content up to the date of the examination. The questions will test recall and application of course content from the readings, the lectures, and the class learning activities. No examination is cumulative.

Each examination will be available for one designated day from 6:00 AM until 11:59 PM. The time limit on each examination is 1 hour and 45 minutes. The examination window will close at 11:59 PM regardless of the time at which the student began the examination. Once a student begins the examination, he/she must complete the examination. Only one attempt per examination is allowed. You are encouraged to take the examination during regular business hours so that if technical difficulties occur you can contact Carmen Help (614-688-4357).

Preparing for examinations: A study guide will be available on the Carmen course website one week prior to each examination. Each study guide will identify the definitions and concepts that will be tested on the examination. The study guide provides students with an opportunity to apply the data interpretation and data application skills developed in the course while obtaining the information necessary for successful completion of the examination. In previous semesters students have found the study guides to be very helpful in preparing for the examinations.

Make-up examinations Students who miss an examination without prior approval by the instructor will receive a grade of zero on the missed examination. Prior approval to miss an examination will be given in the event of extenuating circumstances and the student will be expected to present proof of such extenuating circumstances. All make-up examinations will be timed, closed book, short answer/essay examinations. Make-up examinations will be scheduled at the convenience of the instructor.

Course Project: Consumer Segment Profile
The course project is the preparation of a consumer segment profile – a two-page factual summary of at least five characteristics of a selected consumer segment including factual text, accurate citation of data, and data graphs. The factual information and data must come from a data profile from the American Community Survey on the U.S. Census Bureau website. The profile should be planned and designed to be useful to a business or organization considering whether to provide products or services to this consumer segment. Appearance and presentation are as important as content!

The course project is worth a total of 100 points – 20 points from the project plan and 80 points from the consumer segment profile. The course project provides first-hand experience in locating, accessing, and accurately interpreting information on U.S. consumers. Each student must turn in her/his own independent work for both the project plan and the consumer segment profile. The project plan and consumer segment profile must be submitted via the Dropbox in Carmen before the assigned due date. No late work is accepted and a grade of zero will be given.

Preliminary work
• Select a ‘consumer segment’ of interest (i.e. the population of a city, a county, or a state) and a consumer segment that will be used as the comparison/reference group (i.e. a relevant state population, or the US population). For example, you might compare Seattle and the state of Washington. Or you could compare the state of Washington and the state of Oregon. Or you might compare the state of Washington to the United States. Use the U.S. Census Bureau website to generate a data profile for these two segments of the US population. NOTE: You may NOT select Columbus, Ohio as the consumer segment of interest for your project.
  1. To access a data profile of a geographic location, navigate to the American FactFinder main page at http://factfinder2.census.gov
  2. Click on the Advanced Search tab either along the top navigation bar or the left navigation bar. If you use the tab in the left navigation bar, click Show me all.
  3. Click on Geographies on the left navigation bar to display the Geographies Overlay. The Geographies Overlay appears over the Search Results page.
  4. The Geographies Overlay will display a textbox, Select a Geographic Type. Depending on your interest, select State, County, or Place within State.
  5. Select a State textbox will appear. Select the state of interest from the drop down menu (ex. “Washington”).
6. If your interest is a city or county, **Select One or More Geographic Areas** textbox will appear. Select your consumer segment of interest from the drop down menu (ex. “Seattle city, Washington”).
7. Click **Add to Your Selections**. Notice **Your Selections** in the upper left-hand corner is now updated with the consumer segment you have selected.
8. Repeat for your comparison group. If your comparison group is the United States, make this selection in step 4 and then move to step 8. If your comparison group is a state, complete steps 4 and 5, and then step 8. If you comparison group is another city, complete steps 4 through 8.
9. Close the Geographies Overlay by clicking on the X in the upper right hand corner.
10. Review the Search Results for your consumer segments and select the data profiles of interest. You may use any data presented in the search results as long as you appropriately label the year(s) of data in your project and your graph titles. However, the following files are suggested to narrow your focus on relevant consumer characteristics (and to keep you from feeling overwhelmed!)

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<td>SELECTED HOUSING CHARACTERISTICS</td>
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<tr>
<td>DP05</td>
<td>ACS DEMOGRAPHIC AND HOUSING ESTIMATES</td>
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11. Use 1-year estimates when available. If 1-year estimates are not available, use 3-year or 5-year estimates.
12. Click **View** at the bottom of your page. Once the data profile is generated review all of the tables (arrow keys in the upper right hand corner of the page enable you to navigate from table to table) to confirm that you have produced the data you intended to produce. The data profile can then be downloaded or printed by using the tabs along the top Navigation Bar. If you have selected three or fewer tables, the button in the upper right hand corner allows you to view and print all tables as a single PDF file.

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**Project Plan - Due Friday, September 20th before 11:59 PM via Carmen Dropbox**

- Download the template for the project plan from the Content section on Carmen.
- Complete the template, providing the following information:
  - Consumer segment chosen for the project
  - Consumer segment that will be used as the comparison/reference group
  - Five characteristics of the consumer segment that will be presented in the profile
  - Three (3) bar or column graphs prepared in Microsoft Word or Excel that illustrate three of the selected characteristics of the consumer segment
  - The introductory paragraph (at least 4-5 complete sentences) to the consumer segment profile. *The introductory paragraph should identify the consumer segment and use factual information to clearly and succinctly describe why a business or organization might consider providing products or services to this consumer segment. For example, is the consumer segment representative of, or perhaps very different from, the U.S. population? Or is the consumer segment a “large” segment in terms of population size, market share, or consumer spending? Or is the consumer segment rapidly growing making it a viable target market?*
  - Reference citation for the data profiles. Include government organization, data profile title, retrieval information, and full URL as illustrated in the following example:
- Submit the completed project plan via the Carmen dropbox by the due date. **No late project plans will be accepted.**
- The project plan will be graded and comments/suggestions that can be used to strengthen the consumer segment profile will be provided via the Comment function on the Carmen course website.
- **Grading rubric for project plan - Total of 20 possible points**

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<td>Five characteristics of the consumer segment</td>
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<tr>
<td>Three graphs used to illustrate at least three of the five characteristics</td>
<td>9 points</td>
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<td>The introductory paragraph to the consumer segment profile</td>
<td>6 points</td>
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<td>Reference citation for the data profile</td>
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Consumer Segment Profile - DUE Friday, November 1st before 11:59 PM via Carmen Dropbox

- Prepare a two-page (single spaced) consumer segment profile that effectively and accurately summarizes factual information about the selected consumer segment and makes interesting comparisons to the comparison/reference consumer segment. In addition to factual text the profile must include accurate citation of data and data graphs. The profile should be planned and designed to be useful to a business or organization considering whether to provide products or services to this consumer segment. Appearance and presentation are as important as content! Be sure to consider comments/suggestions provided on your project plan.

- Requirements for the consumer segment profile:
  - Introductory paragraph (at least 4-5 complete sentences) clearly identifies the consumer segment and the rationale/justification (edit, as appropriate, the introductory paragraph submitted for the project plan).
  - Information for at least five population characteristics is accurately and effectively presented in the text. Content is focused on factual information. Actual data are accurately cited to support points made in the text.
  - Three bar or column graphs (prepared specifically for this project using graph functions in Microsoft Word or Excel) are used to visually illustrate selected characteristics of the consumer segment. All data illustrated in the graphs are also discussed in the text. Each graph has a complete, informative title that identifies the consumer segment, the year of the data, and the characteristic(s) illustrated in the graph. The x-axis and y-axis are clearly labeled. If applicable, categories are clearly labeled in a legend or on the chart.
  - Concluding paragraph (at least five complete sentences) succinctly highlights the relevant characteristics of the focal consumer segment.
  - Reference list conforms to format provided and includes a full citation for the data profile.
  - Profile is effectively organized and clearly written, uses one-inch margins, single spacing, and 11 or 12 point font. Profile is no longer than two-pages including the equivalent of at least 1 ¼ pages of text, and no more than the equivalent of ¾ of one page for the graphs and the reference citations. Recommended word count for the text (excluding graphs and reference lists) is 650-750 words. A smaller font may be used for the reference citations.

- Review the information in the course syllabus on academic integrity.
- Submit the completed consumer segment profile via the Carmen dropbox by the due date. No late consumer segment profiles will be accepted.
- Your name should not appear on the profile (your assignment is identified via submission to the Carmen dropbox).
- Grading rubric for consumer segment profile – Total of 80 possible points

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<td>Below average professional written and visual communication skills</td>
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POLICIES RELATED TO ALL COURSE WORK

Academic integrity: You are expected to complete all course work with fairness and integrity. You are encouraged to review "Ten Suggestions for Preserving Academic Integrity" [http://oaa.osu.edu/coamtensuggestions.html](http://oaa.osu.edu/coamtensuggestions.html). In particular, acknowledge the sources that you use when completing assignments, do not fabricate information, do your own work, and protect your work and the work of others. If you have any questions, please ask.

Due dates: Due dates for all learning activities and the course project are listed in the course syllabus and on the Carmen course website. Any necessary changes in due dates will be posted on the Carmen course homepage and each student is responsible for receiving such information. No late work is accepted and a grade of zero will be given.

Extra credit: None is given.

Grade posting and feedback on assignments: All grades will be posted to the Carmen course website. Feedback on the project plan and the consumer segment profile will be provided via the Comment function on the course Carmen site. Students wishing to review midterm or final examinations should schedule an appointment with Dr. Montalto.

Questions about grades: Students wishing to appeal the grading of any course work, including examinations, must make the appeal in writing to Dr. Montalto within seven calendar days after the grade is posted to the Carmen course website. The request must include a clear description of why the student believes the work was incorrectly graded.

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. For additional information, see the Code of Student Conduct [http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp).

Course Accommodations: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

Grievances and Solving Problems: 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 provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which states “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.”

Statement on Diversity: The Department of Human Sciences 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 from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Required Work</th>
<th>Due Friday by 11:59 PM</th>
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<tbody>
<tr>
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<td>Consumers in the Marketplace</td>
<td>Solomon, Chapter 1</td>
<td>Quiz, Chapter 1</td>
<td>Due date</td>
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<tr>
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<td>Sources of information on Consumers</td>
<td>“The changing face of the US consumer”</td>
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<td>Census Bureau website - ACS</td>
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<td>“Census shows how suburbs stack up”</td>
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<td>Week 2</td>
<td>Ethnic, Racial and Religious</td>
<td>Solomon, Chapter 13 (pp. 483-498)</td>
<td>Data Exercise: Data tools on the Census website</td>
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<td>Subcultures</td>
<td>“Ethnic marketing: McDonald’s is lovin’ it”</td>
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<td>“Census estimates show big gains for US minorities”</td>
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<td>“Franklin County’s foreign born are diverse, largely suburban”</td>
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<td>Week 3</td>
<td>Age Subcultures</td>
<td>Solomon, Chapter 13 (pp. 498-515)</td>
<td>Group Discussion: Graphing comparative data</td>
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<td>“How to get millennials to love and share your product”</td>
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<td>“Love those boomers!”</td>
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<td>Social Class and Lifestyles</td>
<td>Solomon, Chapter 12</td>
<td>Data Exercise: Population ratios</td>
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<td>“For US consumers, borrowing is a good idea”</td>
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<td>“The disproportional spending of the affluent”</td>
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<td>SKIM: “Changes in US family finances from 2007 to 2010”</td>
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<td>Week 5</td>
<td>Organizational and Household Decision</td>
<td>Solomon, Chapter 10</td>
<td>Quiz, Chapter 10</td>
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<td>“Three generations under one roof”</td>
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<td>“They’re making money from your kids”</td>
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<td>Groups and Social Media</td>
<td>Solomon, Chapter 11</td>
<td>Online Mid-term Exam</td>
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<td>“Twitter to advertisers: You really need us”</td>
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<td>“The competitive advantage of data privacy”</td>
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<td>Quiz, Chapter 14</td>
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<td>“Textiles: How the world clothes America”</td>
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<td>“McDonald’s feels heat in Israel after shunning West Bank”</td>
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December 16, 2013

Dr. Janet Buckworth  
Associate Chair, Curriculum, Department of Human Sciences  
Associate Professor, Kinesiology  
College of Education and Human Ecology  
The Ohio State University  
PAES Building, A44  
305 West 17th Avenue  
Columbus, OH 43210-1224

Dear Dr. Buckworth:

I am writing to request your approval to discontinue the Consumer and Family Financial Services major and course offerings on the Lima campus effective May 31, 2014. This change has been approved by the Ohio State Lima interim Dean and Director, the Associate Dean, the Assistant Dean, the faculty Academic Planning Committee, and the interim program coordinator for CFFS on the Lima campus. This decision was made on August 12, 2013.

Justification:
New student enrollment in the Consumer and Family Financial services major on our campus has been in a steady decline over the last 5 years, with recent course enrollments being at their lowest levels in several classes. During Spring 2013, CONSCI 2990 had 6 students, CSCFFS 4150 had 2, CSCFFS 4260 had 3, CSCFFS 4270 had 4, and CSCFFS 5130 had only 2 enrolled students. Graduate numbers for the program have fluctuated as well, dating back to 2008-2009 with 11 students and currently for 2013-2014 a best possible graduate scenario is 7 students.

Current Enrollment:
There are currently 18 students listed as Consumer and Family Financial Services majors on the Lima campus. Two of those students are graduating Autumn 2013, and 5 more intend to graduate upon completing classes in Spring 2014. The remaining students have significant required course work remaining to complete the program, and have not had a good track record of communicating plans with the Academic Advisor and have not responded to our communication efforts regarding the program changes on our campus.

Impact:
Discontinuing the Consumer and Family Financial Services major and course offerings on our campus will have very little impact on the Lima campus due to the program’s declining enrollments and graduation rates. With several other degree programs on our campus, including a general business major, and with the Consumer and Family Financial Services course offerings available to students on the Columbus campus, our students have other avenues to pursue successful degree completion at The Ohio State University.

Please let me know if you have any questions or need any additional information regarding this proposed program discontinuation.

Sincerely,

Allison B. Gilmore, PhD  
Associate Dean  
The Ohio State University at Lima
December 16, 2013

Allison B. Gilmore, PhD
Associate Dean
The Ohio State University at Lima
208 Public Service
4240 Campus Drive
Lima, OH 45804

Dear Dean Gilmore:

We support and agree with your request to discontinue the Consumer and Family Financial Services major and course offerings on the Lima campus effective May 31, 2014. I have consulted with the Human Sciences Interim Department Chair, Consumer Sciences faculty, and Undergraduate Studies Committee, and all are in concurrence.

Sincerely,

Janet Buckworth, PhD
Associate Chair, Curriculum
Department of Human Sciences
College of Education and Human Ecology
The Ohio State University