

**UCC/UGC/ECCC**

Proposal for Course Change

|  |
| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to** [**UCC**](http://www4.nau.edu/avpaa/UCCPolicy/FastTrack.docx) **or** [**UGC**](http://www.nau.edu/gradcol/UGC/UGC_FastTrack_Policy&Process.pdf) **Fast Track Policy for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 315W** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| --- | --- | --- | --- |
| 3. College: | The W.A. Franke College of Business | 4. Academic Unit: | Hotel and Restaurant Management |

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| --- | --- |
| 5. Current Student Learning Outcomes of the course.   1. Identify a variety of leadership methods; 2. Define leadership characteristics; 3. Explain the management process as it differs from leadership challenges; 4. Be proficient in advanced analytical and critical thinking skills; 5. Be proficient in efficient and effective written communication abilities; 6. Actively listen in interpersonal communications and conflict resolution situations; 7. Demonstrate competency in oral presentation skills; 8. Understand the “team” concept and dynamics of group behavior; 9. Define ethical hospitality leadership; 10. Define hospitality service in terms of leadership opportunities. | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*   1. Identify a variety of leadership methods.   B. Define leadership characteristics.  C. Explain the management process as it differs from leadership challenges.  D**. ~~Be proficient in~~** **Demonstrate** advanced analytical and critical thinking skills.  E. **~~Be proficient in~~** **Demonstrate** efficient and effective written communication abilities.  F.Actively listen in interpersonal communications and **identify appropriate responses in** conflict resolution **~~situations~~ and ethical decision-making.**  G**.** Demonstrate competency in oral presentation skills.  H. **~~Understand~~ Describe** the “team” concept and dynamics of group behavior.  I. **~~Define~~ Explain** ethical hospitality leadership.  J.Define hospitality service in terms of leadership opportunities. |

|  |  |
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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **HA 315W HOSPITALITY LEADERSHIP SYSTEMS (3)**  Description: Theoretical and practical overview of leadership and communication processes that are characteristic of the hospitality industry. This course fulfills NAU's junior-level writing requirement. Letter grade only.  Units: 3  Requirement Designation: Junior Writing Requirement  Prerequisite: ((ENG 105 or HON 190 or English Placement Test Results (PLACE 60+)) and (Junior Status or higher or International Exchange Student Group) | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **HA 315W HOSPITALITY LEADERSHIP ~~SYSTEMS~~ AND ETHICS (3)**  Description: **A junior level writing-intensive course that gives a t**heoretical and practical overview of leadership, **ethical,** and communication processes **~~that are~~** characteristic of the hospitality industry. **~~This course fulfills NAU's junior-level writing requirement.~~** Letter grade only.  Units: 3  Requirement Designation: Junior Writing Requirement  Prerequisite: ((ENG 105 or HON 190 or English Placement Test Results (PLACE 60+)) and (Junior Status or higher or International Exchange Student Group) |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**It is widely thought that ethical reasoning and decision making are best made from the inside out, when whole people integrate their mind and spirit with the work that they do in the world. This is why studying ethics is so perfectly aligned with studying leadership – these two characteristics are inextricably linked. The integration of ethics in the hospitality curriculum has repeatedly been supported by educators. Most colleges and universities offer courses in ethics, and some require students to take those courses. Moreover, scholarly interest in the field continues to grow. According to William Shaw and Vincent Barry, "It is hard to imagine an area of study that has greater importance to society or greater relevance to students." By preparing hospitality students to logically and ethically solve dilemmas they will face when in the industry, educators are equipping future managers with confidence and self-esteem to make the right decisions on the job.**

|  |  |
| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title:  HOSPITALITY LEADERSHIP SYSTEMS | Proposed short course title (max 30 characters):  **HOSPITALITY LEADERSHP & ETHICS** |
| Current long course title:  HOSPITALITY LEADERSHIP SYSTEMS | Proposed long course title (max 100 characters):  **HOSPITALITY LEADERSHIP AND ETHICS** |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite: | Proposed prerequisite (include rationale in the justification): |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

Yes  No

If yes, describe the impact and include a letter of response from each impacted academic unit.

**Hotel and Restaurant Management BS, International Hospitality Management BS.**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**This proposed change will not require any related plan changes.**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

|  |  |
| --- | --- |
| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **2/6/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

|  |  |
| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**CURRENT MASTER SYLLABUS**

Approved by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_area on \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accepted by the curriculum committee on \_\_\_\_\_\_\_\_\_\_\_\_\_



*MASTER SYLLABUS*

**HA 315W Hospitality Leadership Systems (3 units)**

1. ***Catalog Description:***

A junior level writing-intensive course that gives a theoretical and practical overview of leadership and communication processes characteristic of the hospitality industry.

1. ***Prerequisites:***

*Courses:* ENG 105

1. ***Course Learning Goals:*** *Upon completion of the course students will be able to:*
2. Identify a variety of leadership methods;
3. Define leadership characteristics;
4. Explain the management process as it differs from leadership challenges;
5. Be proficient in advanced analytical and critical thinking skills;
6. Be proficient in efficient and effective written communication abilities;
7. Actively listen in interpersonal communications and conflict resolution situations;
8. Demonstrate competency in oral presentation skills;
9. Understand the “team” concept and dynamics of group behavior;
10. Define ethical hospitality leadership;
11. Define hospitality service in terms of leadership opportunities.
12. ***Course Materials:***
13. *Tuesdays With Morrie* by Mitch Albom

OR

*Chasing Daylight* by Eugene O’Kelly

1. *An Ordinary Man* by Paul Rusesabagina
2. All other reading assignments will be available on-line

@ VISTA.

1. ***Teaching Methods:***

As this course has both a theoretical emphasis and a heavy practical application component, instruction will vary with lectures, text and handout readings, classroom activities, video presentations, and guest lecturers. The skills defined in the Course Objectives will be learned through readings in the assigned texts as well as through extensive group work; *frequent and intensive writing assignments*; and active, in-class activities focused on improving analysis skills. Student participation in classroom discussion is essential. Memos are required, and field trips will be conducted as time permits

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Written comments on student assignments, online feedback via e-mail and Vista Blackboard Learning System, class discussions, and individual oral feedback during class and office hours.

1. ***Evaluation Tools:***

* Written assignments, participation, and exam.

Grading System

|  |  |
| --- | --- |
| Grade | Scale |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 0-59.9% |

1. ***Use of Technology and Information Systems***

* Power point presentations**.**

1. ***Collaborative or Team Activities***

Small in-class group assignments; pair-share exercises; online chat groups or virtual team assignments; three leadership activities:

a. True Colors

b. The High Ropes Challenge Course

c. Desert Survival Simulation

1. ***Projects***

Create and design a personal mission statement.

1. ***Statement Regarding Academic Dishonesty***

Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

In the Hospitality Leadership class you will be given the opportunity to understand the key principles of leadership within the hospitality industry. The labor intensive, crisis management nature of the hospitality industry creates challenges not found in the same form in other industries. In this course, students are guided to explore the leadership challenges of hospitality managers; delineate the distinction between hospitality managers and leaders; and understand their roles as leaders within hospitality operations.

**A. Topics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dr. Hill's Leadership Theories** | **Classroom Application**  **Lecture** | **Real World Application** | **Readings/**  **Book** | **Video**  **DVD**  **Audio** | **Case Study** | **Great Leaders** |
| True Colors  Introvert  Extravert | 1. True Colors Activity 2. I/E Inventory | 1. Coconino County 2. Flagstaff Leadership Academy | 1. Please Understand Me 2. Type for Work |  |  | B.MLK  Gr. Bill Gates  G. Presidents  O. Astronauts |
| Paradigms | 1. Affective/ Cognitive Learning 2. Lessons from the Classroom |  |  | Joel Barker: The New Business of Paradigms |  |  |
| Relationship-Centered Leadership | 1. Class at My Home 2. Student Papers 3. What is Remarkable about you? | 1. High Ropes Challenge Course | 1. Coach K  Chapter 2 |  |  |  |
| Change Theory | 1. Everything goes back to zero 2. Paradigms | 1. Apple vs. IBM 2. VHS vs. DVD 3. Hotels: Wash Linen | 1. Who Moved My Cheese? | Video: Who Moved My Cheese? |  |  |
| Vision/  Mission | 1. Mission Statement of Students and companies | 1. More than one right answer | Stephen Covey: 7 Habits | 1.Everyday  Creativity  2. The Power of Vision |  |  |
| Emotional Intelligence | 1. CMAA-Inventory | 1. Mayor Giuliani  Sept. 11 | 1. D. Goleman  Primal Intelligence  2. Giuliani  Leadership | Audio:  CEO  NPR Story | Sheraton Studio City Hotel | Jimmy Dunne  CEO Sandler  O’Neill  Investment Co. |
| Multiple Intelligences | 1. Howard Gardner: M. Intelligence Inventory 2. Website | 1. GM of Airport Hotel |  |  |  |  |
| Diversity | 1. Racism,  Prejudice,  Discrimination | 1. Diversity in the Hosp Industry | 1. Book:  An Ordinary Man | V. Blue Eyes/ Brown Eyes  V. The 60’s DVD: Hotel Rwanda |  |  |
| Celebrate | 1. Kouzes The 7 Essentials of Leading | 1. HRM End of Year Faculty and Staff Appreciation  2. Incomplete Sentence Survey | 1. Joy at Work 2. Encouraging The Heart  3. Inside the Magic Kingdom T. Connellan  4. Coach K | V. Celebrate What’s Right With The World |  |  |
| Group Think | 1. Desert Survival 2. Alcohol Consumption | 1. Challenger Disaster |  |  |  |  |
| Servant Leadership | 1. Lecture:  SL tenets  Greenleaf | 1. Forest Highlands 2. Starbucks | 1. Robert Greenleaf - The Servant as a Leader | V. Meg Wheatley  “It’s A Wonderful Life” |  |  |
| Spiritual Intelligence | 1. S. I. Inventory |  | 1. NPR Transcripts  2. Smith Article  3. P. Jackson  Sacred Hoops |  |  |  |

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| --- | --- | --- | --- | --- |
| **Competency** | **Instruction method(s)** | **Testing**  **method** | **% of student mastery** |  |
| 1.Personality Analysis | “True Colors” Activity and Introversion/Extroversion | n/a | 100% |  |
| 2.Change Theory/Paradigms | Video: The New Business of Paradigms and accompanying lecture illustrating the points. | Reviewed on Final Take Home Exam | 100% |  |
| 3. Relationship-centered Leadership | The High Ropes Challenge Course; Books: *Chasing Daylight/Tuesdays W/Morrie* | Participation in the activity.  Five page paper | 100% |  |
| 4.Emotional Intelligence | CMAA’s Emotional Intelligence Inventory | n/a | 95% |  |
| 5. Multiple Intelligences | Dr. Howard Gardner’s Multiple Intelligences  Inventory | n/a | 95% |  |
| 6. Spiritual Intelligence | Drs. Breed and Hill’s Spiritual Intelligence Inventory. | n/a | 90% |  |
| 7. Diversity | Video:  Blue Eyes/Brown Eyes  Book: *An Ordinary Man* | Paper on Mr. Rusesabagina Book | 100% |  |
| 8. Group Think | Video: Group Think  In-class discussion  Desert Survival Simulation | Reviewed on Final Take Home Exam | 100% |  |
| 9. Servant Leadership | Video: Meg Wheatley’s Servant Leadership; | Students highlight SL via Starbuck’s | 100% |  |

**B. General Knowledge and Management Skills \***

|  |  |  |  |
| --- | --- | --- | --- |
| **Note: Definitions provided on next page.** | **Included In This class: Y/N** | **Describe Required Graded Work If Applicable (Include Both Exam And Non-Exam Work)** | **Indicate the extent to which the knowledge or skill area is represented in the course grade \*\*** |
| Oral Communication |  |  |  |
| Written Communication |  |  |  |
| Analytic Skills |  |  |  |
| Reflective Thinking |  |  |  |
| Ethics and Social Responsibility |  |  |  |
| Global and Environmental Awareness |  |  |  |
| Multicultural and Diversity Understanding |  |  |  |
| Financial Theories, Analysis and Reporting |  |  |  |
| Integrated production and distribution of goods, services and information |  |  |  |
| Group and Individual dynamics in Organizations |  |  |  |

\*The chart should not be included on the individual course syllabus. However, the minimum requirements as defined in this chart should be reflected in the course syllabus. The descriptions of graded work represent options for delivering the minimum requirement. However, a skill area may be included in the course, but not have a graded component (e.g. Students may work on an assignment in class as part of a team which may develop their understanding of group dynamics or analytical skills. But, they may be graded only on their understanding of the assignment topic—not on their group dynamic or analytical skills even though those skills may be developed).

\*\* Minimal 2-5%....6-10%.....11-25%.....26-50%....51+% Extensive.

Note: Some areas may have 0% and the column total does not necessarily equal 100%

**DEFINITIONS FOR GENERAL KNOWLEDGE**

**AND MANAGEMENT SKILLS AREAS \***

**Oral and Written Communication Skills**

Students learn to communicate effectively in written and oral formats for a variety of purposes,

situations and audiences.

**Analytical Skills**

Students apply problem-solving processes, information technologies, systems approaches and both

qualitative and quantitative data analysis to solve organizational problems.

**Reflective Thinking Skills**

Students learn/improve from their own experiences and mistakes.

**Ethics and Social Responsibility Knowledge**

Students identify ethical dilemmas and evaluate alternative courses of action.

**Global and Environmental Awareness**

Students learn to make decisions that reflect the variations in the external environment including

political, legal, economic, governmental, cultural and technological issues around the world.

**Multicultural and Diversity Understanding**

Students learn to identify dimensions of cultural difference and be able to demonstrate cultural

understanding and flexibility.

**Financial Theories, Reporting and Analysis**

Students learn to apply the analysis of financial information as a basis for business decisions.

**Integrated Production and Distribution of Goods, Services and Information**

Students learn to manage the production and delivery of products to market.

**Group and Individual Dynamics in Organizations**

Students learn to function effectively in organizations as productive individuals and as members of

teams.

\*Adapted from the learning outcomes of Merrimack College and The Girard School of Business.

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**PROPOSED MASTER SYLLABUS**

Approved by the SHRM area on 01/09/2013

Accepted by the curriculum committee on 11/21/2013



*MASTER SYLLABUS*

**HA 315W Hospitality Leadership and Ethics (3 units)**

1. ***Catalog Description:***

A junior level writing-intensive course that gives a theoretical and practical overview of leadership, ethical, and communication processes characteristic of the hospitality industry.

1. ***Prerequisites:***

*Courses:* ((ENG 105 or HON 190 or English Placement Test Results (PLACE 60+)) and (Junior Status or higher or International Exchange Student Group)

*Justification:* Eng 105 or HON 190 or English Placement Test Results (PLACE 60+) and Junior

Status or higher are required because HA 315 is a writing-intensive course. International

exchange students have already taken the equivalent of ENG 105 at their home institutions.

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. Identify a variety of leadership methods.
3. Define leadership characteristics.
4. Explain the management process as it differs from leadership challenges.
5. Demonstrate advanced analytical and critical thinking skills.
6. Demonstrate efficient and effective written communication abilities.
7. Actively listen in interpersonal communications and identify appropriate responses in conflict resolution and ethical decision-making.
8. Demonstrate competency in oral presentation skills.
9. Describe the “team” concept and dynamics of group behavior.
10. Explain ethical hospitality leadership.
11. Define hospitality service in terms of leadership opportunities.
12. ***Course Materials:***

Texts related to leadership and ethics, such as a Leader’s Legacy, Kouzes & Posner (2006), Strengths Finder, Rath (2007, Ethical Decision Making in the Hospitality Industry, Jaszay (2007), and Supervision and Leadership in Tourism and Hospitality, Van der Wagen & Davies (2007).

1. ***Teaching Methods:***

As this course has both a theoretical emphasis and a heavy practical application component, instruction will vary with lectures, text and handout readings, classroom activities, video presentations, and guest lecturers. The skills defined in the Course Objectives will be learned through readings in the assigned texts as well as through extensive group work; frequent and intensive writing assignments; and active, in-class activities focused on improving analysis skills. Student participation in classroom discussion is essential. Memos are required, and field trips will be conducted as time permits

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Written comments on student assignments, online feedback via e-mail and Blackboard Learning System, class discussions, and individual oral feedback during class and office hours.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

|  |  |  |
| --- | --- | --- |
| **Assessment Activities** | **Points** | **Percentage** |
| Writing Assignment I (3 memorandums) | 150 | 15 |
| Writing Assignment II (term paper) | 150 | 15 |
| Writing Assessment | 100 | 10 |
| Participation | 100 | 10 |
| Mission Statement | 100 | 10 |
| Ethics Case Studies | 150 | 15 |
| Final Exam | 250 | 25 |
| Total | 1000 | 100 |

Grading System

|  |  |
| --- | --- |
| **Grade** | **Scale** |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 0-59.9% |

1. ***Use of Technology and Information Systems***

The following technologies are used to augment the learning experience:

* PowerPoint applications utilized by both professor and all students.
* Online chat groups and Google Docs.

1. ***Collaborative or Team Activities***

Small in-class group assignments; pair-share exercises; online chat groups or virtual team assignments; and three leadership activities (e.g., True Colors, The High Ropes Challenge Course, Desert Survival Simulation, etc.).

1. ***Projects***

Create and design a personal mission statement**.**

1. ***University Policies and* *Statement Regarding Academic Dishonesty***

Current university required policies will be attached each term to actual syllabi. Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

In the Hospitality Leadership class you will be given the opportunity to understand the key principles of leadership within the hospitality industry. The labor intensive, crisis management nature of the hospitality industry creates challenges not found in the same form in other industries. In this course, students are guided to explore the leadership and ethical challenges of hospitality managers; delineate the distinction between hospitality managers and leaders; and understand their roles as leaders within hospitality operations.

1. **Course Topics**:
2. Essentials of Leadership
3. Leadership Theories
4. Ethical Decision Making
5. Change Theory/Paradigms
6. Vision and Mission
7. Emotional Intelligence and Multiple Intelligences
8. Diversity
9. Group Think
10. Servant Leadership

**B. General Knowledge and Management Skills \***

|  |  |  |
| --- | --- | --- |
| Program Learning Outcome | Course Learning Outcomes  (Letter corresponds to learning outcomes alphabetically listed in Section III) | Supporting Targeted Course Performance Level: I,D,or M |
| Communication Skills | A, B,C,D,E,F,G,H,I,J | I,D |
| Technology Skills | D,G | I,D |
| Problem Solving Skills | A, B,C,D,E,F,G,H,I,J | I,D |
| Analytical Skills | A, B,C,D,E,F,G,H,I,J | I,D |
| Conceptual Skills | A, B,C,D,E,F,G,H,I,J | I,D |
| Ethical Skills | A, B,C,D,E,F,G,H,I,J | I,D,M |
| Global Skills | F | I,D |
| Human Relation Skills | A, B,C,D,E,F,G,H,I,J | I,D,M |
| Career and Life Skills | A, B,C,D,E,F,G,H,I,J | I,D,M |
| Technical Skills | D,G | I,D |

\*I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated at the Mastery Level, Blank = Not Treated in this Course

**Definitions of Student Mastery Levels (1). These set performance levels that are somewhat parallel to Bloom’s Taxonomy.**

**I =** The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

**D =** The student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

**M =** The student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, case studies, and capstone coursework would be used as evidence.

**(1) Source: http://business.uhh.hawaii.edu/documents/documents/MasterSyllabusMKT310revFeb2012.pdf.**

**PROGRAM LEARNING OUTCOME DEFINITIONS**

* **Communication Skills\***: Use oral and written communication skills necessary to function effectively in the hospitality industry.
* **Technology Skills:** Use technological tools while presenting and interacting with data and

information.

* **Problem Solving Skills:** Use leadershipand management skills when solving problems and conflicts.
* **Analytical Skills:** Use financial and accounting management knowledge when evaluating the profitability of different business decisions.
* **Conceptual Skills:** Apply strategic and conceptual principles when analyzing business decisions at the property and corporate level.
* **Ethical Skills:** Identify ethical dilemmas and are able to recognize and evaluate alternative courses of action.
* **Global Skills:** Demonstrate the ability to work collaboratively with others from different cultures and backgrounds and to identify factors affecting international hospitality businesses.
* **Human Relation Skills:** Use emotional intelligence skills when interacting with guests and employees.
* **Career and Life Skills:** Participate in personal and professional development learning activities for successful career and life planning and management.
* **Technical Skills:** Demonstrate core competencies in the hospitality field.

**\* Skill:** *the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.*