

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 372** | 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** |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

**Upon successful completion of this course, students will be able to:**

1. **Discuss the scope of the current world beer market.**
2. **Describe how beers are made and the technology for malting, brewing, and fermentation.**
3. **State the quality criteria of beer.**
4. **List the differences between top and bottom fermentation beers and to understand the many styles produced from these two basic categories of malt beverage.**
5. **Explain the principles of sensory perception and how to apply them.**
6. **Describe and identify the major components in beer and to be able to distinguish among the major styles.**
7. **Calculate the cost, selling price, pour cost and profit margins of the various market forms of beer products using an Excel spreadsheet.**
8. **Describe the various styles of beer to guests and/ or employees.**
9. **Develop a beer menu for various types of food and beverage operations**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**This course has been taught previously as a HA 499. The growth of beer sales in food and beverage operations is growing. The beer market is expanding and becoming a key revenue source for hospitality operations. Students need to be knowledgeable about beer in the role as a food and beverage manager in today’s hospitality businesses.**

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| 7. Effective **BEGINNING** of what term and year? | **Fall 2014** |  |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **BEER BASICS** |
| *(max 100 characters including spaces)* | |

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| 9. Short course title: | **BEER BASICS** |
| *(max. 30 characters including spaces)* | |

10. Catalog course description *(max. 60 words, excluding requisites):*

**This course covers the basics of many aspects of beer. Students will learn how to taste beer, match it with food, and how to select beer for a restaurant and bar. The costing of beer, how to develop a beer list, and the various methods of serving beer are also covered. The course will cover beers from the US as well as around the world.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes  No

      If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade Pass/Fail Both

|  |  |  |  |
| --- | --- | --- | --- |
| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).  \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. | | | |

|  |  |  |  |  |  |  |  |  |  |  |
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| 16. Cross-listed with: | |  | | |  | | | | | |
| (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).        Please submit a single cross-listed syllabus that will be used for all cross-listed courses. | | | | | | | | | | |
| 17. May course be repeated for additional units? | | | |  | | | Yes     No | | | |
| 16a. If yes, maximum units allowed? | | |  | | |  | | | | |
| 16b. If yes, may course be repeated for additional units in the same term? | | | | | | | |  | Yes     No | |
| 18. Prerequisites: | **Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))** | | | | | | | | |  |

If prerequisites, include the rationale for the prerequisites.

**HA 372 can only be taken by HRM Majors with almost junior status or by those students**

**that are part of an International Exchange Student Group or HRM Majors enrolled in the**

**aforementioned certificates or Interior Design Majors enrolled in the Interior Design Event**

**Management Certificate.**  **45 hours are required to ensure that students have sufficient**

**college-level coursework and experience (equivalent of three full semesters to be on track for**

**a four year program) for the course.  Because this course enhances the HRM and IHM degrees**

**and the related certificates, we want to postpone student enrollment until they have had at**

**least three semesters of college-level coursework and are looking at courses for the academic**

**content.  To allow students into the courses earlier in their career risks making the courses**

**“experimental courses” to be taken for fun or for non-academic reasons.  We do not have the**

**resources to offer these courses to all students.**

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| 19. Co requisites: |  |  |

If co requisites, include the rationale for the co requisites.

20. 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.

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| 21. Names of the current faculty qualified to teach this course: | **Wally Rande, Chris Hilt** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes  No

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes    No

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **2/5/2014** |
| 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

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| **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

Approved by the SHRM area on 01/09/2013

Accepted by the curriculum committee on 11/21/2013



*MASTER SYLLABUS*

**HA 372 Beer Basics (3 units)**

1. ***Catalog Description:***

An introduction to the history and methods of production of beer. Sensory evaluation, product knowledge, service techniques, sales, food pairing, and menu development, costing, and pricing are covered.

1. ***Prerequisites:***

Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Event Management (CERT) for HRM and Interior Design Majors or International Exchange Student Group))

*Justification:* HA 372 can only be taken by HRM Majors with almost junior status or by those students

that are part of an International Exchange Student Group or HRM Majors enrolled in the aforementioned

certificates or Interior Design Majors enrolled in the Interior Design Event Management Certificate. 45 hours

are required to ensure that students have sufficient college-level coursework and experience

(equivalent of three full semesters to be on track for a four year program) for the course.  Because

this course enhances the HRM and IHM degrees and the related certificates, we want to postpone

student enrollment until they have had at least three semesters of college-level coursework and are

looking at courses for the academic content.  To allow students into the courses earlier in their career

risks making the courses “experimental courses” to be taken for fun or for non-academic

reasons.  We do not have the resources to offer these courses to all students.

**Notes:**

|  |  |
| --- | --- |
|  | - Must be 21 by first day of class. - A special class fee or deposit is required. |

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. Discuss the scope of the current world beer market.
3. Describe how beers are made and the technology for malting, brewing, and fermentation.
4. State the quality criteria of beer.
5. List the differences between top and bottom fermentation beers and to understand the many styles produced from these two basic categories of malt beverage.
6. Explain the principles of sensory perception and how to apply them.
7. Describe and identify the major components in beer and to be able to distinguish among the major styles.
8. Calculate the cost, selling price, pour cost and profit margins of the various market forms of beer products using an Excel spreadsheet.
9. Describe the various styles of beer to guests and/ or employees.
10. Develop a beer menu for various types of food and beverage operations
11. ***Course Materials:***

A text related to beer, such as Tasting Beer: An Insider's Guide to the World's Greatest Drink*,* Mosher (2009).

1. ***Teaching Methods:***

The instructional methods used in the class will include, group project work, lecture, videos, discussion, guest speakers, tastings, ingredient evaluations and demonstration. The grade will be based on class participation, assignments, exams, quizzes and projects.

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

Feedback will be provided during office hours or by appointment, as well as through written comments on student assignments and exams, individual and group oral feedback, class discussions about assignments and exam questions, and e-mail.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

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| --- | --- | --- |
| **Assessment Activities** | **Points** | **Percentage** |
| Tasting Book | 75 | 15% |
| Country report / presentation | 75 | 15% |
| Beer  Trend Report | 35 | 7 % |
| Beer Menu Assignment | 35 | 7 % |
| Quizzes (5 @ 20) Lowest is dropped | 80 | 16% |
| Final Exam | 100 | 20% |
| Midterm Exam | 100 | 20% |
| **Total** | **500** | **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***

Students are required to use PowerPoint for class presentations. A beer costing assignment will utilize Excel spreadsheets to complete. Class PowerPoint presentations, course documents and the course grade book are posted on the Blackboard Learning System. The internet will be used to research topics and strengthen the students’ web searching skills. The students will also utilize the on-line resources available for the beverage industry.

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

The class will utilize a group term project and presentation in which the students research a beer producing country. There will also be small in-class group assignments where students will discuss beer trends, and other beer related topics.

1. ***Projects***

* Students research a beer producing country and present it to the class using PowerPoint, and submit a written report of their presentation.
* Students will also compile a tasting book with their tasting notes and other assignments.
* Students will be required to research beer trends and write a report detailing how the trends effects the beverage industry.
* Students will analyze 2-3 beer menus and critique them based on criteria discussed in class.

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****:*

**A. Topics**

1. Course introduction: Objectives and Goals.
2. Introduction to Beer; Beers role in food and beverage operations.
3. The Story of Beer.
4. Beer Distribution Channels.
5. Sensory Evaluation.
6. Alcoholic Fermentation.
7. Brewing Process.
8. Tasting Beer; Vocab of Beer Flavor.
9. Presenting / Serving Beer Properly.
10. Anatomy of a Style.
11. British Ales.
12. American Beer Market.
13. Draft Beer Systems.
14. Continental Ales.
15. Belgium Ales.
16. Craft Beers.
17. Beer Menu Development.
18. Beer Costing and Pricing.
19. Beer and Food Matching.

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

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| --- | --- | --- |
| 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 | I | D |
| Technology Skills | D | M |
| Problem Solving Skills | F, G | M |
| Analytical Skills | E | D |
| Conceptual Skills | B | I |
| Ethical Skills |  |  |
| Global Skills | A | M |
| Human Relation Skills | H | I |
| Career and Life Skills |  |  |
| Technical Skills | C | I |

\*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.*