

**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 374** | 2. Units: | **1** |

[**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. **The student will be able to explain the difference between commercial coffees and specialty/gourmet coffees.**
2. **The student will be able to describe the different levels of the roasting process.**
3. **The student will employ the different brewing methods in order to analyze the different methods available for use in a restaurant/hotel setting.**
4. **The student will be able to explain the name and label of a given coffee; whether a blend or single-origin, the type of roast used, and the grade of the coffee.**
5. **The student will be able to compare the different roasts while evaluating the various flavors during the cupping process.**
6. **The student will be able to describe the different coffee growing regions of the world.**
7. **The students will be able describe the economic, political, and ethical aspects of coffee growing and production.**
8. **The student will be able to apply the learned key factors in purchasing and storing coffee.**
9. **The student will be able to demonstrate the learned knowledge in calculating costs and selling prices for coffee.**

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)*).*

**HA 374 was previously offered as an HA 499 course. The specialty coffee market has grown as consumers become more educated about coffee, how it is made, and the environmental issues surrounding one of the most traded commodities in the world. The United States accounts for 52 million coffee drinkers every day. Coffee programs can be found in all major hotel chains program as well as in fine dining and fast food restaurants, free standing coffee spots, convenience stores, and sports stadiums. The experiential knowledge gain from this course will help future managers understand those factors that affect coffee quality and profitability.**

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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: | **COFFEE BASICS** |
| *(max 100 characters including spaces)* | |

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

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

**An introduction to coffee history and the various traditions practiced around the world. This class will introduce the students to the various growing regions and the distinctions of each as related to economy. There will be discussions/demonstrations of the different brewing methods followed by professional cuppings in order to distinguish and appreciate the flavors of coffee ( 1 credit).**

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 |

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| 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 374 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.**

|  |  |  |
| --- | --- | --- |
| 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, Julene Boger** |

**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** | **2/6/2014** |
| 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

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| **EXTENDED CAMPUSES** |  |
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| 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 374 Coffee Basics (`1 Units)**

1. ***Catalog Description:***

An introduction to coffee history and trade practices in the various growing regions around the world. Students participate in the brewing and tasting of various coffee roasts.

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 374 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.

1. ***Course Learning Goals:*** *Upon completion of the course, the students will be able to:*
2. Explain the difference between commercial coffees and specialty/gourmet coffees.
3. Describe the different levels of the roasting process.
4. Employ the different brewing methods in order to analyze the different methods available for use in a restaurant/hotel setting.
5. Explain the name and label of a given coffee; whether a blend or single-origin, the type of roast used, and the grade of the coffee.
6. Compare the different roasts while evaluating the various flavors during the cupping process.
7. Describe the different coffee growing regions of the world.
8. Describe the economic, political, and ethical aspects of coffee growing and production.
9. Apply the learned key factors in purchasing and storing coffee.
10. Demonstrate the learned knowledge in calculating costs and selling prices for coffee.
11. ***Course Materials:***

A text related to coffee, such as Coffee, A guide to Buying, Brewing, and Enjoying, fifth edition, Davids (2001).

1. ***Teaching Methods:***

Lecture, videos, additional handouts, tastings, and discussion.

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

* Oral feedback during tastings.
* Discussion during and after coffee cuppings.
* One-on-one time with student in Instructor’s office if needed.
* Oral and written comments on assignments.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

|  |  |  |
| --- | --- | --- |
| Assessment Activities | Points | Percentage |
| Participation | 20 | 20% |
| Quiz #1 | 10 | 10% |
| Quiz #2 | 10 | 10% |
| Quiz #3 | 10 | 10% |
| Final: completion of tasting notes | 50 | 50% |
| Total | 100 | 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 presentations of course material.
* Ipad for streaming of coffee videos.

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

In-class group activities and presentations on coffee types.

1. ***Projects***

There are no semester-long term projects currently required in this class. However, there are small group projects to generate discussion regarding different types of coffee beans, roasts, brands, and drinks.

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. Courser Topics:**

1. History of Coffee/Coffee regions of the world
2. Coffee varieties
3. Tasting notes for coffee/formal cupping
4. Fair trade, single origin, commercial coffee production
5. Specialty coffees
6. Coffee programs for restaurants/hotels

**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 | A, B, D, F, I | D |
| Technology skills |  |  |
| Analytical Skills | C, E | I |
| Conceptual Skills |  |  |
| Ethical Skills |  |  |
| Global Skills |  |  |
| Human Relation Skills |  |  |
| Career and Life Skills |  |  |
| Technical Skills | C, I | 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.*