

**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 378** | 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)*)*

1. **Define catering’s role in the hotels, resorts, and convention centers.**
2. **Understand the structural aspects of program planning including design, operations, and staffing patterns within a Hotel or Convention Center.**
3. **Learn about budget management and the financial process of program planning including sponsorships, revenue generation, and working with other departments within a hotel setting.**
4. **Understand a variety of marketing strategies including the branding of a hotel or convention center.**
5. **Have the opportunity to maximize and reflect on group work experience.**
6. **Develop an expanded awareness of diversity as it applies to large-scale planning including aspects of needs assessments intentional program planning, and ethical decision making that is associated with a Hospitality Venue.**
7. **Enhance their leadership and organizational skills through working with others and through the overall program planning process.**
8. **Enhance their written and oral communication skills through reflective writing, out-of class assignments, and class presentations.**

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)*).*

**Previously offered as 499, proposal is to convert to permanent.**

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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: | **CATERING EVENTS IN HOTELS, RESORTS AND CONVENTION CENTERS**  |
|  *(max 100 characters including spaces)* |
|  |
| 9. Short course title: | **CATERING EVENTS**  |
|  *(max. 30 characters including spaces)* |

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

**This course introduces students to the fundamentals of on-premise catering, weddings, social events and sales in hotels, resorts, and convention centers. The course focuses on understanding the catering’s role within the hospitality venues and the various on-premise catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation.**

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

                                                                                                                                    Yes [x]  No [ ]

 If yes, include the appropriate plan proposal.

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

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

**Please see attached memo regarding potential overlap with PRM 325 from Parks and Recreation.**

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

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

14. Grading option:      Letter grade **[x]** Pass/Fail **[ ]**Both **[ ]**

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| --- | --- | --- | --- |
| 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. |

|  |  |  |
| --- | --- | --- |
| 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 [x]  |
|  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 378 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 [x]

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

|  |  |
| --- | --- |
| 21. Names of the current faculty qualified to teach this course: | **Darwin Mann, Gary Vallen** |

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

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

       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 [x]

       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**  | **2/10/2014** |
| 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 [ ]

**From:** Charles Hammersley <Charles.Hammersley@nau.edu>
**Date:** February 7, 2014 at 2:52:53 PM MST
**To:** Galen Robert Collins <Galen.Collins@nau.edu>
**Cc:** Charles Hammersley <Charles.Hammersley@nau.edu>
**Subject:** **RE: Updated HA 378**

Good Afternoon Galen:

Thank you for sending me a copy of the revised **HA 378 Catering Events in Hotels, Resorts and Convention Centers (3 units)** course proposal. I am happy to offer support from the Parks and Recreation Management program for this revised course proposal to the UCC.

Metta,

Chuck

 Approved by the SHRM area on 01/09/2013

 Accepted by the curriculum committee on 11/21/2013



*MASTER SYLLABUS*

**HA 378 Catering Events in Hotels, Resorts and Convention Centers (3 units)**

1. ***Catalog Description:***

This course introduces students to the fundamentals of on-premise catering, weddings, social events and sales in hotels, resorts, and convention centers. The course focuses on understanding the catering’s role within the hospitality venues and the various on-premise catering disciplines. Students also discuss topics such as contracts, checklists, legal considerations, staffing and training, food production, and sanitation.

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 378 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. Define catering’s role in the hotels, resorts, and convention centers.
3. Understand the structural aspects of program planning including design, operations, and staffing patterns within a Hotel or Convention Center.
4. Learn about budget management and the financial process of program planning including
sponsorships, revenue generation, and working with other departments within a hotel setting.
5. Understand a variety of marketing strategies including the branding of a hotel or convention
center.
6. Have the opportunity to maximize and reflect on group work experience.
7. Develop an expanded awareness of diversity as it applies to large-scale planning including aspects of needs assessments intentional program planning, and ethical decision making that is associated with a Hospitality Venue.
8. Enhance their leadership and organizational skills through working with others and through the
overall program planning process.
9. Enhance their written and oral communication skills through reflective writing, out-of class
assignments, and class presentations.
10. ***Course Materials:***

A text related to event planning, such as On-Premise Catering: Hotels, Convention Centers, Arenas, Clubs, and More, 2nd Edition Wiley Publishing Company ISBN: 9781118158043 . Recommended online resource: International Special Events Society (www.ises.vom), an organization of industry professionals as well as non-wedding special event planners.

1. ***Teaching Methods:***

Lecture, video and PowerPoint presentations, in-class discussion, hands-on and current professionals in the industry to discuss their experiences.

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

Written comments on student assignments, online feedback via e-mail and the 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 |
| Event Critique | 100 | 12.5 |
| Catering Report  | 200 | 25 |
| Hotel Site Inspection  | 100 | 12.5 |
| Quizzes (4) | 200 | 25 |
| Final | 200 | 25 |
| **Total** | **800** | **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.
* Excel for program planning and budgeting.
1. ***Collaborative or Team Activities***

Students engage in a number of group activities in the classroom and through event practicums.

1. ***Projects***

Two projects for this course:

**A. Event Critique**

You will attend an event that you did not help to plan or execute, either at Little America Hotel, or at the High Country Conference Center. You are to analyze it and determine the factors that increased or limited the event’s success based on what we covered in class. This analysis should be in the form of a 3-4-page paper discussing what the successful aspects of the program are, what the problem(s) are, what the potential solutions are, and how you would go about implementing a solution with a discussion on the risks or disadvantages involved with your solution. Finally, discuss why you approached the situation as you did.

**B**. **Catering Report**

For each unit of instruction, each student is required to turn in an executive report to reflect both a culmination of goals, events, actions, and strategies for that time period as well as an element of reflection in regard to working with groups and personal development through project management. Each report is to be 2-3 pages in length typed, and should include the following information:

* Committee goals set for this time period and a discussion of progress toward these goals.
* Personal goals set for this time period and a discussion of progress toward these goals.
* Action items completed.
* Meeting summaries with committee, advisor, or outside organizations including a personal reflection of the meeting with any questions or follow-up needed.
* Please provide a self-assessment on your facilitation of the meeting (if you facilitated), anything you would change about your facilitation or the process of the meeting, conflict that arose and how you handled it, and anything you would like to change for your next meeting.
* Goals for the next two weeks and actions you plan to take toward achieving your goals.
* Examples of how you have fulfilled your role as a leader within the committee/organization.
* Challenges you are having/assistance you need.
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. Overview of On-Premise Catering
2. Sales and Marketing
3. Theme Parties, Weddings, Outdoors Parties, and Special Events
4. Meal Functions
5. Beverage Functions
6. Function Room Selection and Setup
7. Production and Service Planning
8. Intermediaries and Suppliers
9. Staffing
10. Financial Controls and Reports
11. Working with Other Departments

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