

**UCC/UGC/ECCC**

Proposal for New Course

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

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| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 379** | 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)*)*

1. **The student will be able to describe the varieties of tea.**
2. **The students will be able to explain the health benefits of tea.**
3. **The student will be able to describe differences between green tea, black tea, and oolong tea.**
4. **The student will be able to demonstrate a Chinese tea ceremony.**
5. **The student will be able to discuss the growing regions, climates and harvesting of teas.**
6. **The student will be able to explain the serving protocol and formalities surrounding tea service,**
7. **The student will be able to apply costing methods for restaurant menus.**

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 379 was offered as an HA 499 course. Tea is an important part of foodservice and consumers are seeking better quality teas in foodservice. Consequently, more and more foodservice operators want to learn about quality teas and understand how to profit to from them. By creating an experiential classroom, future managers can begin the journey of understanding quality teas. Students will be able to create the environment for “afternoon tea” and a traditional “high tea.”**

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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: | **INTRODUCTION TO TEAS OF THE WORLD** |
| *(max 100 characters including spaces)* | |
|  | |
| 9. Short course title: | **INTRODUCTION TO TEAS** |
| *(max. 30 characters including spaces)* | |

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

**This is a basic course introducing tea drinking as a cultural experience and clearing myths in tea drinking. This course will provide an introduction to the history of tea, traditions around the world involving tea, the art of cupping tea, and the trappings of a tea table (1 credit course).**

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

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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. | | | |

|  |  |  |  |  |  |  |  |  |  |  |
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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 379 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 379 INTRODUCTION TO TEAS OF THE WORLD (1 unit)**

1. ***Catalog Description:***

An introduction to the history and culture of tea and the art of tea service. Students participate in the steeping and tasting of various teas.

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 379 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, students will be able to:*
2. Describe the varieties of tea.
3. Explain the health benefits of tea.
4. Describe differences between green tea, black tea, and oolong tea.
5. Demonstrate a Chinese tea ceremony.
6. Discuss the growing regions, climates, and harvesting of teas.
7. Explain the serving protocol and formalities surrounding tea service.
8. Apply costing methods for restaurant menus.
9. ***Course Materials:***

Texts related to tea, such as An Introduction To Tea Ceremony and Ritual, Walden (2013) and 19 Lessons on Tea: Become and Expert on Buying, Brewing, and Drinking the Best Tea, 23Press (2013).

1. ***Teaching Methods:***

Lecture, power points, videos, tasting, and discussion.

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

* Oral feedback during tastings as well as during office hours if needed.
* Class discussion, oral and written comment on assignments.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

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| --- | --- | --- |
| 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 tea videos.

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

In-class group activities and presentations on different teas.

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 teas and tea ceremonies.

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. History and culture of tea.
2. Introduction to “The Perfect Cup of Tea.”
3. Introduction to tea services and styles.
4. Combining teas with sandwiches and dessert.
5. The Tea Room tradition.
6. Selecting teas for menu.

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

|  |  |  |
| --- | --- | --- |
| Program Learning Outcomes | 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 | D |
| Technology Skills |  |  |
| Problem Solving Skills |  |  |
| Analytical skills | G | I |
| Conceptual skills | G | I |
| Ethical Skills |  |  |
| Global skills |  |  |
| Human Relation Skills |  |  |
| Career and Life Skills |  |  |
| Technical Skills | A, B, C,D, E, F | 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.*