

**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 381** | 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. **Identify key elements in sustainability in food service operations.**
2. **Explain the requirements of the two green restaurant certification programs**
3. **Explain the steps to making a restaurant green and reducing their carbon foot print.**
4. **Describe and calculate the energy saving potential of new food service equipment.**
5. **Discuss the key components of water saving, construction, energy efficiency, and recycling in food service operations.**
6. **State key ways for food service operations to use each of the four components to become a ‘greener’ operation.**
7. **Compare the advantages and disadvantages of a restaurant becoming ‘green certified.’**
8. **Explain the ethical and moral issues in making a business sustainable.**
9. **Present the key components of a successful green restaurant to the class using a Powerpoint Presentation.**

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)*).*

**With Northern Arizona’s efforts to create a culture of sustainability across campus, the School of Hotel and Restaurant Management wants to educate their students on sustainable practices for food service operations. Restaurants consume 5X more energy and resources that a non-food service operation on the same foot print. The class will show students sustainable practices to help them run more energy efficient operations**

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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: | **GREEN RESTAURANTS**  |
|  *(max 100 characters including spaces)* |
|  |
| 9. Short course title: | **GREEN RESTAURANTS** |
|  *(max. 30 characters including spaces)* |

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

**Introduces the basics of “green restaurants” and sustainability in the food service industry. The class discusses the key components of making a food service operation more sustainable and reducing their carbon footprint. Letter grade only.**

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 [ ]  No [x]

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 [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. |

|  |  |  |
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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 [x]  |
|  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 381 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 [x]

 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, Mark Molinaro** |

**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**  | **2/5/2014** |
| Reviewed by Curriculum Process Associate | Date |
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| **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 381 Green Restaurants / Sustainability Practices in Food Service Operations (3 units)**

1. ***Catalog Description:***

Introduces the basics of “green restaurants.” Key practices for making food service operations more sustainable and reducing their carbon footprints 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 381 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. Identify key elements in sustainability in food service operations.
3. Explain the requirements of the two green restaurant certification programs.
4. Explain the steps to making a restaurant green and reducing their carbon foot print.
5. Describe and calculate the energy saving potential of new food service equipment.
6. Discuss the key components of water saving, construction, energy efficiency, and recycling in food service operations.
7. State key ways for food service operations to use each of the four components to become a ‘greener’ operation.
8. Compare the advantages and disadvantages of a restaurant becoming ‘green certified.’
9. Explain the ethical and moral issues in making a business sustainable.
10. Present the key components of a successful green restaurant to the class using a Powerpoint presentation.
11. ***Course Materials:***

Required readings for the course, such as  [Good to Be Green](http://www.qsrmagazine.com/exclusives/good-be-green), QSR Magazine (Nov. 2012),  [Q&A: Turning the Restaurant Business Green](http://www.winespectator.com/webfeature/show/id/47346), Wine Spectator (Sept. 2012), [How to Green a Restaurant](http://www.huffingtonpost.com/maria-rodale/how-to-green-a-restaurant_b_1679065.html), Huffington Post (July 2012),  and  [Sustainability at our National Parks](http://www.mnn.com/money/sustainable-business-practices/blogs/sustainability-at-our-national-parks), Mother Nature Network ( Nov. 2012),  will be posted on the Blackboard Learning System and updated as more current material is available.

1. ***Teaching Methods:***

The method of delivery of the course material will vary to facilitate the different ways students learn. The varying instruction methods will include, lecture, on-line readings, videos, discussion, Internet research, guest speakers, and demonstrations.

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:

|  |  |  |
| --- | --- | --- |
| **Assessment Activities** | **Points** | **Percentage** |
| Class Participation/Attendance | 25 | 7 |
| Take Home Exam | 100 | 26 |
| Green Restaurant Equipment Profile | 75 | 20 |
| QUIZZES [4]    | 80 | 21 |
| Green’ Restaurant Paper / Presentation         | 100 | 26 |
| **TOTAL** | **380** | **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. Excel spreadsheets will be used for demonstrating cost savings of new energy efficient equipment. Class PowerPoint presentations, course documents and the course grade book are posted on the Blackboard Learning System.

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

The class utilizes group term projects and presentations in which students research a recognized green restaurant and present it to the class. Small in-class group assignments with allow students to interact and share key course points.

1. ***Projects***

Students will research, write-up and present to the class an example of a “Green Restaurant.” Students will also research an innovative sustainable food service equipment item.

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. Intro to Class

Key Issues in Green Restaurants

1. Water Use
2. Construction
3. Energy Efficiency
4. Recycling

2. Green Restaurant Certification

1. Examples of ‘Green Restaurants’
2. Best practices of successful green restaurants

3. Sustainability in Food Service Operation

4. Putting sustainable practices to work

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