

**UCC/UGC/ECCC**

Proposal for Course Change

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| **[ ]  FAST TRACK (Select if this will** **be a fast track item. Refer to** [**UCC**](http://www4.nau.edu/avpaa/UCCPolicy/FastTrack.docx) **or** [**UGC**](http://www.nau.edu/gradcol/UGC/UGC_FastTrack_Policy%26Process.pdf) **Fast Track Policy for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

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| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 400** | 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 |

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| 5. Current Student Learning Outcomes of the course.1. Personal and Professional:
2. Describe and map the revenue generating interrelationships the sub-industries of the global tourism/hospitality industry.
3. Describe and explain the evolving functional relationship of Hospitality Revenue Optimization (Convergence of Revenue Management, Marketing, and Sales).
4. Describe basic human motivation drivers from cultural and psychological difference perspective.
5. Describe five philosophical foundations for making hospitality business ethic decisions.
6. Decide and logically present case study scenarios.
7. Supply and Demand:
8. Describe four dominant communication styles – their own and those found among other people.
9. Describe various negotiation strategies and list the six steps of the collaborative negotiation strategy process.

**3.** Customer Acquisition & Maintenance: 1. Describe the phases of a Sales Pipeline the stepsof a persuasive selling presentation internal to that pipeline.
2. Develop and execute a personal marketing/selling plan to get a job – completed through 5 interrelated projects.
3. Describe and become certified in the use of industry dominant RFP (Request for Proposal) third-party engine – *C-vent*.
 | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)***UNCHANGED**  |

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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).**HA 400 HOSPITALITY SALES MANAGEMENT (3)** Description: Examines sales management and skills methodologies specifically applied to the hospitality industry and its sub-industries. Letter grade only.Units: 3Prerequisite or Corequisite: HA 365 or International Exchange Student Group | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.**HA 400 ~~HOSPITALITY~~ HOTEL GROUP SALES MANAGEMENT (3)** Description: Examines sales management and skills methodologies specifically applied to the hospitality industry and its sub-industries. Letter grade only.Units: 3Prerequisite or Corequisite: HA 365 **and (HRM Major** or International Exchange Student Group**)** |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

 7. Justification for course change.

**To make the curriculum easier to understand by using language in course titles that is consistent with industry vernacular and the mission of the School of Hotel and Restaurant Management. Course content is not changing.**

**HA 365, Hospitality Marketing, is a foundational course for HA 400. International**

**exchange students have already taken the equivalent of HA 365 at their home institutions.**

|  |  |
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| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title:HOSPITALITY SALES MANAGEMENT | Proposed short course title (max 30 characters):**HOTEL GROUP SALES MGMT** |
| Current long course title:HOSPITALITY SALES MANAGEMENT | Proposed long course title (max 100 characters):**HOTEL GROUP SALES MANAGEMENT** |
| Current grading option:letter grade [ ]  pass/fail [ ]  or both [ ]  | Proposed grading option:letter grade [ ]  pass/fail [ ]  or both [ ]  |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite:HA 365 or International Exchange Student Group | Proposed prerequisite (include rationale in the justification):**HA 365 and (HRM Major or International Exchange Student Group)** |
| Current co-requisite:HA 365 or International Exchange Student Group | Proposed co-requisite (include rationale in the justification):**HA 365 and (HRM Major or International Exchange Student Group)** |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

 Yes [x]  No [ ]

 If yes, describe the impact and include a letter of response from each impacted academic unit.

**Hotel and Restaurant Management BS, International Hospitality Management BS, Hospitality Marketing and Sales for HRM Majors, International Tourism Management (elective).**

10. Is there a related plan or sub plan change proposal being submitted? Yes [ ]  No [x]

 If no, explain.

**This proposed change will not require any related plan changes.**

11. 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.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes [ ]  No [x]         If yes, select all that apply.   Liberal Studies [ ]    Diversity [ ]    Both [ ]

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes [ ]  No [ ]

 If yes, select all that apply.   Liberal Studies [ ]    Diversity [ ]     Both [ ]

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes [ ]  No [x]

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes [ ]  No [x]

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **12/9/2013** |
| 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** |  |
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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 400 Hotel Group Sales Management (3 units)**

1. ***Catalog Description:***

Examines sales management and skills methodologies specifically applied to the hospitality industry and its sub-industries.

1. ***Prerequisites:***

*Courses:* Prerequisite or Corequisite: HA 365 and (HRM Major or International Exchange Student Group)

*Justification:* HA 365, Hospitality Marketing, is a foundational course for HA 400. International

exchange students have already taken the equivalent of HA 365 at their home institutions.

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. Personal and Professional: The Student will be able to:
3. Describe and map the revenue generating interrelationships the sub-industries of the global tourism/hospitality industry.
4. Describe and explain the evolving functional relationship of Hospitality Revenue Optimization (Convergence of Revenue Management, Marketing, and Sales).
5. Describe basic human motivation drivers from cultural and psychological difference perspective.
6. Describe five philosophical foundations for making hospitality business ethic decisions.
7. Decide and logically present case study scenarios.
8. Supply and Demand: The Student will be able to:
9. Describe four dominant communication styles – their own and those found among other people.
10. Describe various negotiation strategies and list the six steps of the collaborative negotiation strategy process.
11. Customer Acquisition & Maintenance: The Student will be able to:
12. Describe the phases of a Sales Pipeline the steps of a persuasive selling presentation internal to that pipeline.
13. Develop and execute a personal marketing/selling plan to get a job – completed through 5 interrelated projects.
14. Describe and become certified in the use of industry dominant RFP (Request for Proposal) third-party engine – *C-vent*.
15. ***Course Materials:***

A text related to hotel group sales, such as Hospitality Sales and Marketing, fifth edition, Abbey (2012).

1. ***Teaching Methods:***
* Lecture: Is the primary mode of delivery due to students’ general lack of familiarity with *Consultative Selling* which is a B-2-B (Business to Business process).
* Video Presentations: Used to illustrate and support lecture content.
* Projects (5 – Interrelated): Designed to have students apply course content to selling themselves – get a job: (a) Three mini-projects set up the market/Sale plan and (b) Two Big Projects: One has students inventory their skills and the second project has the student interview an industry practitioner to firmly seat the importance of selling and top-line revenue in the real world and to give interviewing practice (students choose the area of hospitality which interests them).
* Guest Speakers: Are selectively sprinkled throughout the course to emphasize the particular course content being taught at the time
1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***
* Feedback: All exams are reviewed and discussed after tests are given. All projects have written comments provided. The students have the professors E-Mail with prompt response to any questions.
* Interaction: Regular office hours are maintained along with one day reserved for *Tutoring by Appointment.* All exams have a study guide provided a minimum of one week in advance of the exam and have a portion of one class session open for questions & answers.
1. ***Evaluation Tools:***

Exams, projects, and class participation.

Evaluation of student performance will be based on:

* Class participation.
* Quizzes.
* Projects.
* Midterm exam.
* Final exam.

**Grading System**

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| --- | --- |
| 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 class is a blended class with all materials and communication and assessment on the BB Learn LMS platform. At present, no simulation software has been found to supplement this course. Additionally, plans to incorporate *text messaging* into interactive student responses via Internet (displays in classroom) is being researched. And, plans are in development for bring guest speakers into classroom via Skype.

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

Discussion Groups are periodically formed during the semester to facilitate mini-case problem solving. For example, during the course content – *Ethics* – mini-cases involving real-life ethical dilemmas’ are presented to small groups for solutions and reporting in class. Similar approaches are used during discussion of *Communication Styles.*

1. ***Projects***

As mentioned earlier under Teaching Methods, this course has five interrelated projects – three mini and two major written projects – each ranging 10 or more pages. Detailed specifications for each project are provided in the assigned Course Pack (Textbook) and on LMS platform, BB Learn. The projects are a marketing/selling plan for the student to “get a job.” The full exercise simulates B-2-B Complex selling (students are selling themselves).

* Mini-Project # 1 – Marketing Plan: Develop a full and detailed marketing/selling plan to get a job in the area of your choice.
* Big Project # 1 – Management of Self: Detail the product you are selling. This is a project designed for the student to apply the skills of influence and persuasion and selling to themselves. It provides both research for them to use when they wish to sell themselves to recruiters for a job as well as makes selling and influence a skill that is useful beyond economic exchange.
* Mini-Project # 2 – Inventory the Target Company’s Needs: This project researches what the target company is looking for in job applicants.
* Mini-Project # 3 – Rehearse or Envision the Actual Interview: This project details the specifics of how an actual job interview would occur.
* Big Project # 2 – Industry Live Interview: This project is not a real job interview but a substitute and proxy. Student interview a Sales and Marketing professional in the industry of his/her choice (an actual job interview would be improbable here). But the interview provides practice. And, it is a project designed to stress the importance of selling and top-line revenue to any sub-industry of the Tourism/Hospitality industry. Students must interview a real practicing sales person in their individually selected sub-industry. This project not only provides real life exposure but also provides them industry contacts which often materialize into future jobs.
1. ***Statement Regarding Academic Dishonesty***

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. Course Topics: (list of course topics)**

1. *Professional Management*
2. *Personal Management*
3. *Product/Service Management*
4. *Customer Management*
5. *Presentation Management*
6. *After-Sale Implementation and Service Management*
7. *Metrics and Evaluation Management*

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

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| --- | --- | --- |
| Program Learning Outcome | Course Learning Outcomes | Supporting Targeted Course Performance Level: I,D,or M |
| Communication Skills | 2a | D |
| Technology Skills | 3d | M |
| Problem Solving Skills | 1e | D |
| Analytical Skills | 1b | I |
| Conceptual Skills | 3c | M |
| Ethical Skills | 1d | M |
| Global Skills | 1c | I |
| Human Relation Skills | 2b | D |
| Career and Life Skills | 3c | M |
| Technical Skills | 1a & 3a | I & D |

\*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.*