Eastern Illinois University
Revised Course Proposal
FCS 4345, Advanced Lodging Administration

Please check one: □ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 4345
2. Title (may not exceed 30 characters, including spaces): Lodging Administration
3. Long title, if any (may not exceed 100 characters, including spaces): Advanced Lodging Administration
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: □ Fall  ☑ Spring  □ Summer  □ On demand
6. Initial term of offering: □ Fall  ☑ Spring  □ Summer  Year: 2009
7. Course description (not to exceed four lines): Advanced administrative aspects of hospitality businesses with an emphasis on full service hotel facilities.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. BUS 3470 or FCS 2784, FCS 2700, FCS 2740, and FCS 3786
   c. Who can waive the prerequisite(s)?
      □ No one  □ Chair  ☑ Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status: ☑ Course may not be repeated.
      □ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: FCS, Hospitality, Undergraduate, Junior/Senior
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: N/A

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

10. Grading methods (check all that apply): ☑ Standard letter  □ C/NC  □ Audit  □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☑ lecture  □ lab  □ lecture/lab combined  □ independent study/research
    □ internship  □ performance  □ practicum or clinical  □ study abroad  ☑ ONLINE
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   The students will:

   • Evaluate appropriate procedures for the efficient operation of a hospitality business through extensive examination of the hospitality structure (Assignments 1, 3, 4, 6, 7, 8, and 9)
   • Demonstrate effective written communication skills and presentation techniques (Assignments 2, 5, 6, 7, 8, and 9)
   • Exhibit advance analytical skills in the management of hospitality facilities (Assignments 3, 7 and 8)
   • Defend decisions and solutions with the analysis and criticism of real world problems (Assignments 1, 3, 5, 6, 7, 8, and 9)
   • Design a feasibility study for hospitality venture (Assignments 8)
   • Evaluate the efficiency and effectiveness of the administrative function with in the hospitality industry (Assignments 1, 7 and 9)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: A combination of the following.

   1. Discussion of posed questions using on-line chat
   2. Student Homepage
   3. Midterm and Final Exam
   4. Library Worksheet (how to research and find advanced sources of information)
   5. Written Communication Assignments
   6. Oral Presentation, virtual presentation utilizing Power Point and audio enhancement.
   7. Case Studies
   8. Team Feasibility Study (group work)
   9. Reflective papers on current news issues and support videos/documentaries (using Internet sources of current trends and other source material)

3. Explain how the instructor will determine students’ grades for the course:

   a. Discussion 10%
   b. Student Homepage 5%
   c. Exams 20%
   d. Library Worksheet 5%
   e. Written communication Assignments 15%
   f. Oral Presentation will be completed by creating a virtual presentation using Power Point with audio enhancement 5%
   g. Case Studies 15%
   h. Feasibility Study 15%
   i. Reflective Papers 10%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

   Technology will enhance the delivery of the course by engaging the student in a different medium platform. Some of the students that will take this course may not be on the EIU campus, engaging at their place of employment or internship. The students may not be or have not come in contact with real world problems. This course will allow the students to develop an advanced skill base while developing greater confidence in the use of varying platforms. It will also expose the students to a different way of communication with the use of technology. In the future, they may very well have to present and discuss the status of their operations using technology. It is vital that they develop the unique group dynamics associated with such media in order to accomplish the firm’s goals and objectives.

   b. Describe how the integrity of student work will be assured:

   All student work will be handed in via the student’s WEBCT account and/or in person to instructor (the feasibility project). The assignments and exams are similar to ‘take home’ assignments and exams of in-class, face-to-face lectures. They will have to submit their assignments with their names on each paper. A time limit is affixed to each assignment. The students are encouraged to use their own experiences and this will be correlated to information they share in the discussion venue and any other chat/email options.

   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   This is a course taught on-line and will include the following:
   - Web based discussion
   - E-mail
   - WEBCT chat rooms
   - In-person during office hours

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. Not applicable  N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the
course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation of management aspects of hospitality: Management of major functional areas of lodging and food service operations; integration of major functional areas for effective operations</td>
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<td>2 &amp; 3</td>
<td>Discussion of microcomputer applications in administrative evaluation and decision making in lodging facilities</td>
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<td></td>
<td>• Client/customer services</td>
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<td>• The use of the Internet</td>
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<td>• Database marketing</td>
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<td>• Material and equipment costs</td>
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<td>4</td>
<td>Impact of re-engineering on the hospitality industry</td>
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<td>• Airlines restructuring</td>
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<td>• United states travel and tourism administration restructuring</td>
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<td></td>
<td>• Globalization of hotel development</td>
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<tr>
<td>5</td>
<td>Facilities structure and design</td>
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<td></td>
<td>• Types of hotel structures</td>
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<td></td>
<td>• Types of architectural designs</td>
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<td>• Design trends</td>
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<td>6 &amp; 7</td>
<td>The production and usage of reports in administrative decision making</td>
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|   | • General manager  
|   | • Rooms division manager  
|   | • Food and Beverage manager  
|   | • Financial controller  
|   | • Chief Engineer  
| 8 & 9 | Housekeeping organizations and the laundry  
|   | • Executive housekeeping procedures and practices  
|   | • Determination of appropriate standards  
|   | • The maintenance of standards in housekeeping  
|   | • Laundry operations  
| 10, 11, & 12 | Hotel Marketing  
|   | • Keys to hotel promotions and discount packages  
|   | • Types of promotions  
|   | • Booth display and attendance at travel trade shows  
|   | • Travel wholesalers, tour operators, travel agents  
|   | • Strategic marketing  
| 13 | Management of hotel human resources  
|   | • Structure and challenges  
|   | • Total quality management and employee empowerment  
| 14 & 15 | Hospitality industry physical plan operation  
|   | • Heating, lighting, and general |
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   
a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   N/A

b. If the course or some sections of the course may be technology delivered, explain why.

   Technology will enhance the delivery of the course by engaging the student in a different medium platform. Some of the students who will take this course may not be on the EIU campus, engaging at their place of employment or internships. The students may not be or have not come in contact with real world problems. This course will allow the students to develop an advanced skill base while developing greater confidence in the use of varying platforms. It will also expose the students to a different way of communication with the use of technology. In the future, they may very well have to present and discuss the status of their operations using technology. It is vital that they develop the unique group dynamics associated with such media in order to accomplish the firm’s goals and objectives.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   This is an advanced lodging course that subsequently follows FCS 2740, Lodging Operations. FCS 2740 provides the basic skills need to manage a hospitality lodging enterprise. This course will integrate a higher level analytical thought process for the students by examining and dissecting real world problems encountered by our industry. At this course level, students should be synthesizing information and technological skills attained in other courses. They should demonstrate this synthesis by producing reports and oral presentations that demonstrate this advanced knowledge.

3. If the course is similar to an existing course or courses, justify its development and offering.
   
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. It does not duplicate but extends FCS 2740, Hospitality Lodging into a higher level thought process. FCS2740 focuses on front desk and housekeeping operations; FCS4345 examines the management of full service hotels from a holistic perspective.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. No deletions
4. Impact on Program(s):

This course revision changes the previous course proposal in several ways. It implements greater use of ‘real world’ problems with the utilization of case studies, written communication assignments based on examining issues and trends in hospitality (i.e. composing company policy that addresses sexual harassment). This course will also employ oral presentation that simulates presentation of analytical reports to other hospitality management areas. The students will complete this oral presentation by composing a virtual presentation utilizing power point with audio enhancement.

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This will be an elective for hospitality students.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   Dr. Betsy A. Pudliner

2. Additional costs to students:
   None

3. Text and supplementary materials to be used (Include publication dates):


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A
PART VII: APPROVALS

Date approved by the department or school:  April 21, 2008

Date approved by the college curriculum committee:  September 24, 2008

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:  October 9, 2008

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).