

WASHTENAW COMMUNITY COLLEGE  
COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

1. Course: (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)

Discipline/No: CUL 250 Title: Principles of Beverage Service

Division Code: BUS Department Code: F/H Effective Term: Fall 1999  Do not publish in Time Schedule  
 Do not publish in College Catalog

2. Type of Approval: (applies to both new courses and changes)

- Full Approval
- Conditional Approval

This proposal previously received conditional approval for the Term: \_\_\_\_\_

3. Reason for Submission: This Course is being submitted for: (check all that apply)

- New Course Approval (Skip the rest of Section I and go directly to Section II.)
- Five-year Syllabus Review  No changes to course
- Major Change(s)
- Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
- Reactivation of Inactive Course
- Inactivation (Submit Sections I and II only.)

4. Change Information: (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

Minor Changes

- Course Discipline/Number (was \_\_\_\_\_)
- Course Title (was Advanced Service Techniques)
- Course Description
- Capacity (was: \_\_\_\_\_)
- Pre or Corequisites
- Course Objectives
- Distribution of Contact Hours (contact hours were: lect: \_\_\_\_\_ lab \_\_\_\_\_ clin \_\_\_\_\_ exp \_\_\_\_\_)
- Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.)
- Other \_\_\_\_\_

Major Changes (Major changes will be reviewed by Curriculum Committee.)

- Credit hours (credits were: \_\_\_\_\_)
- Core Elements: (Elements to be added: \_\_\_\_\_  
(Elements to be removed: \_\_\_\_\_)
- Grading
- Course Objectives affecting core elements
- Total Contact Hours (total contact hours were: \_\_\_\_\_)
- Honors (Attach Honors Section Approval Form.)
- Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.)
- Other \_\_\_\_\_

5. Rationale for changes:

Current title does not reflect the market demand and is not competitive with other programs.

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. Department Review (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

- Will significant new resources be required?  yes  no (If yes, explain \_\_\_\_\_)
- Have departments that may be affected by this course been consulted?  yes  no (Explain no other departments affected)
- Does the department support approval of this course?  yes  no

Print: Jillaine Beauchamp  
Faculty/Preparer

Signature: Jillaine M. Beauchamp Date: 4/21/99

Print: Don L. GARRETT  
Department Chair

Signature: Don L. Garrett Date: 4/22/99

2. Division Review (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

- Will significant new resources be required?  yes  no (If yes, have they been secured?  yes  no)
- Is this a curricular priority for your division?  yes  no (Comment \_\_\_\_\_)
- What is your estimate of projected enrollment? \_\_\_\_\_

Recommendation  Yes  No

Division Dean's Signature

Date

3. Curriculum Committee Review (Attach additional comments if necessary.)

Recommendation  Yes  No

Curriculum Committee Chair's Signature

Date

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)

Approval  Yes  No

Vice President's Signature

Date

Data File 10/18/99

ACS Code \_\_\_\_\_

Catalog File Date 10/21/99

CIF File Date 10/18/99

Core Elements Approved \_\_\_\_\_

New Syllabus Date 4/21/99

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**SECTION III. COURSE SYLLABUS**

For help screens, select a field and press F1.

**A. COURSE DETAILS** (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. <b>Course Discipline &amp; No.:</b> <u>CUL 250</u>		
2. <b>Course Title:</b> <u>Principles of Beverage Service</u>		
3. <b>Course Description:</b> This course is designed to teach students techniques in beverage production and service as well as the ability to identify strategies for effective management and marketing of beverage operations. Emphasis will be placed on point of origin, mixology and regulations of beer, wine and spirrits. Comparative tastings are a major component of this course.		
4. <b>Credit Hours:</b> <u>3</u> If Variable credit, Give Range: <u>      </u> to <u>      </u> If repeatable for credit, how many times? <u>      </u>	5. <b>Class Capacity:</b> <u>16</u> (If nonstandard, attach Class Capacity Exception form.)	6. <b>Course Options:</b> <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)
7. <b>Contact Hours per Semester in:</b> Lecture: <u>45</u> Lab: <u>      </u> Clinical: <u>      </u> Experiential: <u>      </u> Total Contact Hrs: <u>45</u>	8. <b>Prerequisite(s):</b> <u>      </u> <u>      </u> <u>      </u>	9. <b>Corequisite(s):</b> (limit to 2) <u>      </u> <u>      </u>
10. <b>a. Course Purpose:</b> <input checked="" type="checkbox"/> Program Specialty <input type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input type="checkbox"/> Transfer <input type="checkbox"/> Enrichment <input type="checkbox"/> Basic Skills	<b>b. Is this course a requirement for a program?</b> <input checked="" type="checkbox"/> Yes (specify the program(s) below) <u>CUL, HRM</u> <input type="checkbox"/> No	<b>c. Indicate schools to which you want Curriculum Services to send syllabus:</b> (If transfer is approved, attach documentation.) <input checked="" type="checkbox"/> EMU <input type="checkbox"/> UM <input checked="" type="checkbox"/> Other <u>Ferris State</u>

**B. MAJOR INSTRUCTIONAL UNITS** A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

1. The Industry, Past Through Present
2. The Equipment and Environment
3. Staffing Requirements
4. The Origin and Production of Beverages, Tea, coffee, Beer, Wine, Spirits
5. Mixology
6. Purchasing, Receiving and Storage
7. Planning for Profit
8. Marketing to the Discriminant Diner
9. Regulations as they Relate to the Beverage Industry
10. Specialty Foods: Origins, Production of and Uses (Cheeses, Chocolates, Ice Creams, Fruits, Vegetables, and Oils)

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**C. CORE ELEMENT INFORMATION**

**1. Core Element Submission Information:** (Please check all that apply)

- This course has been previously approved for core elements. List **currently** approved core elements: 7
- Please review this course for core elements marked in part 2 below. (Mark only core elements being added or those needing review because of proposed major changes to the course.)
- This course does not meet any core elements. Explain \_\_\_\_\_

**2. Proposed Core Element(s):** (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner.</li> <li><input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications.</li> <li><input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English.</li> <li><input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra.</li> <li><input type="checkbox"/> 5. To represent and solve problems using mathematical techniques.</li> <li><input type="checkbox"/> 6. To interpret elementary descriptive statistics.</li> <li><input checked="" type="checkbox"/> 7. To comprehend and use concepts and ideas.</li> <li><input type="checkbox"/> 8. To develop, express, test, and evaluate ideas.</li> <li><input type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner.</li> <li><input type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning.</li> <li><input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives.</li> <li><input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations.</li> <li><input type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities</li> <li><input type="checkbox"/> 15. To understand the basic principles of scientific inquiry.</li> <li><input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness.</li> <li><input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment.</li> <li><input type="checkbox"/> 18. To understand the basic principles and applications of technology.</li> <li><input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems.</li> <li><input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment.</li> <li><input type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior.</li> <li><input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society.</li> <li><input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions.</li> <li><input type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions.</li> </ul> |
|---|--|

**DIRECTIONS:** Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

**3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:**

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required \_\_\_\_\_

**Dean's Comments:**

**Curriculum Committee's Comments:**

**Vice President's Comments:**

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**D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED**

**DIRECTIONS:** (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

**Unit Objectives**

**Core Elements**

**Unit #1 The Industry, Past Through Present**

- # 1 The student will be able to compare and contrast the developments in the food and beverage industry over the past 100 years with at least 78% accuracy.
- # 2
- # 3

**Unit #2 The Equipment and Environment**

- # 1 The student will be able to identify specific equipment, tools and environmental design Components as they relate to the food and beverage industry with at least 78% accuracy.
- # 2
- # 3

**Unit #3 Staffing Requirements**

- # 1 The student will be able to identify specific staffing requirements as per industry standards with at least 78% accuracy.
- # 2
- # 3

**Unit #4 The Origin and Production of Beverages: Tea, Coffee, Beer, Wine, and Spirits**

- # 1 The student will be able to discuss the origin and production of common beverages offered in the hospitality industry with at least 78% accuracy.
- # 2
- # 3

**Unit #5 Mixology**

- # 1 The student will be able to demonstrate proper mixology techniques for at least five beverages with at least 78% accuracy.
- # 2
- # 3

**Unit #6 Purchasing, Receiving and Storage**

- # 1 The student will be able to identify criteria for an effective purchasing, receiving and

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storage system with at least 78% accuracy.

# 2

# 3

**Unit #7 Planning for Profit**

# 1 The student will be able to identify criteria for an effective system of bookkeeping and accounting to chart profit and/or loss with at least 78% accuracy.

# 2

# 3

**Unit #8 Marketing to the Discriminant Diner**

# 1 The student will be able to identify strategies for marketing food and beverages to the more discriminant diner with 78% accuracy.

# 2

# 3

**Unit #9 Regulations as they Relate to the Beverage Industry**

# 1 The student will be able to identify regulations as they relate to the food and beverage industry with 78% accuracy.

# 2

# 3

**Unit #10 Specialty Foods: Origins, Production of and Uses (Cheeses, Chocolates, Ice Creams, Fruits, and Vegetables)**

# 1 The student will be able to discuss origin production of and uses of specialty foods with 78% accuracy.

# 2

# 3

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E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- Lecture/Discussion \_\_\_\_\_
- Field Trips \_\_\_\_\_
- Clinical Instruction \_\_\_\_\_
- Team Assignments \_\_\_\_\_
- Self-Paced Learning \_\_\_\_\_
- Telecourse \_\_\_\_\_
- Internet Instruction \_\_\_\_\_
- Video Seminar \_\_\_\_\_
- Computer Simulations \_\_\_\_\_
- Laboratory Assignments \_\_\_\_\_
- On-Site Work Experience \_\_\_\_\_
- Interactive TV \_\_\_\_\_
- Other \_\_\_\_\_

2. Evaluation Criteria:

- Attendance \_\_\_\_\_
- Quizzes \_\_\_\_\_
- Class Discussion \_\_\_\_\_
- Tests \_\_\_\_\_
- Papers \_\_\_\_\_
- Midterm \_\_\_\_\_
- Portfolio \_\_\_\_\_
- Final Exam \_\_\_\_\_
- Projects \_\_\_\_\_
- Home Work \_\_\_\_\_
- Reports \_\_\_\_\_
- Presentations \_\_\_\_\_
- Clinical/Work \_\_\_\_\_
- Performances Mixology
- Other \_\_\_\_\_

3. Attendance Requirements: (For Certification or nonevaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- Lab equipment Bar set-up
- Testing Center \_\_\_\_\_
- LRC Reserves \_\_\_\_\_
- Student Competitions \_\_\_\_\_
- Computers \_\_\_\_\_
- Off-Campus Sites Bar for Mixology
- CD ROM \_\_\_\_\_
- Student Tutors \_\_\_\_\_
- Field Trips \_\_\_\_\_
- Distance Learning Classroom \_\_\_\_\_
- Other \_\_\_\_\_

2. Texts: (Please indicate if no text is required.)

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Title: Bar and Beverage Book  
Author: Katsigieis and Potter Copyright Yr: 1990  
Publisher: Wiley Est. Cost: \$35.00

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Other Texts: \_\_\_\_\_

**3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:**  
(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

**4. Reference Materials Students Will Use:**  
(e.g. journals, books, manuals, maps, LRC reserves, etc.)

\_\_\_\_\_  
\_\_\_\_\_

**5. Audio/Visual and Computer Materials Students Will Use:**  
(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____