

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ **Date:** _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|--|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre-/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ **Signature, Committee Chairperson:** A. Borgese

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

Date Approved: _____ **Signature, Department Chairperson:** _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: A. Borgese



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Tourism and Hospitality
Course Designation/Prefix:	TAH
*Course Number:	400
Course Title:	Tourism and Hospitality Customer Service
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	The course teaches students the skills and techniques for providing excellent customer service. Students learn how to interact with customers through verbal and written communication to enhance/exceed customer expectations. Through the use of real-world scenarios, case studies, and role-playing, students learn about customer service within the Tourism and Hospitality industry. Students may earn the Guest Service Gold Tourism professional certification from the American Hotel and Lodging Association by passing the certification exam with a minimum score of 70% that accompanies the course content.
Prerequisite(s):	
Corequisite(s):	
Pre-/Co-requisite(s):	TAH 100
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture
	<input type="checkbox"/> 2 hours lab/field/gym

2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Tourism and Hospitality (Major Requirement) 2.
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR)

	<input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “**real**” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Describe the characteristics of a customer service member within the tourism and hospitality industry
2. Demonstrate the seven levels of Guest Service Gold Tourism Customer Service
3. Solve various customer service issues that occur within the tourism and hospitality industry
4. Take part in role-playing as a customer service representative within the tourism and hospitality industry
5. Explain the importance of customer service within the tourism and hospitality industry

- 5 **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below-listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Assignments	60%	Assignment and Activities CLO's alignment: 1, 2, 3, 4, and 5
2. Midterm	20%	Test CLO's alignment: 1, 3, and 5
3. Final	20%	Test CLO's alignment: 2

- 6 **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Tourism and Hospitality majors are expected to enroll in the course. The course will be included as a major requirement in the curriculum.

- 7 Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR),

Customer service is an essential factor in gaining employment and being successful within the tourism and hospitality industry. The course provides a chance for students to receive an industry-recognized certificate. The ability to gain a professional certification can give a student a competitive advantage within the industry. The course learning outcomes apply to the program's learning outcomes.

- 8 Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

With an AAS degree in Tourism and Hospitality, many students in the program graduate and enter the industry to start their careers. Customer service is an essential skill within the industry as many businesses rely on customer service to succeed. Our students will be able to use the knowledge that they learned in the new customer service course to give themselves a competitive advantage during an interview. They can also use the tools and skills they learned to grow and move to higher positions within the industry.

In addition to the knowledge the students will gain throughout the course, students who pass a certification exam at the end can obtain an industry-wide customer service certificate. The certificate “Guest Service Gold Tourism professional certification from the American Hotel and Lodging Association” is considered a top certificate in customer service within the industry. The certificate can help a student’s resumes stand out and help them become a leading candidate for a position.

For students that want to continue their studies, the course can be transferable based on our articulation agreements for students interested in transferring to four-year institutions. Based on our self-study, many students who want to continue their education go to New York City College of Technology (39.5%). The new customer service course can be applied to the New York City College of Technology Hospitality Program, as many classes have a customer service foundation.

- 9 Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

N/A

- 10 Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Guest Service Gold Tourism Digital Training Workbook and Exam Key. The workbook with a digital exam voucher can be purchased through the bookstore for \$47.00.

11 **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12 Selected Bibliography and Source materials:

- Guest Service Gold Tourism Digital Training Workbook and Exam Key. The workbook with a digital exam voucher can be purchased through the bookstore for \$47.00.
- American Hotel and Lodging Educational Institute. (n.d.). Guest service gold.
<https://www.ahlei.org/program/guest-service-gold/>

TAH 400 – Tourism and Hospitality Customer Service Syllabus [Semester] Sample

TITLE: TAH 400 – Tourism and Hospitality Customer Service
Pre-/ Co-requisite: TAH 100
Hybrid Course
Face-to-Face: (Dates and Times)
Online (Asynchronous): (Date)

INSTRUCTOR: Name
Email
Office:
Telephone:
Office Hours:

If you need to meet at a time other than the posted office hours, please email me to schedule an appointment.

Textbook Information

Guest Service Gold Tourism Digital Training Workbook and Exam Key. The workbook with a digital exam voucher can be purchased through the bookstore for \$47.00.

Course Description

The course teaches students the skills and techniques for providing excellent customer service. Students learn how to interact with customers through verbal and written communication to enhance/exceed customer expectations. Through the use of real-world scenarios, case studies, and role-playing, students learn about customer service within the Tourism and Hospitality industry. Students may earn the Guest Service Gold Tourism professional certification from the American Hotel and Lodging Association by passing the certification exam with a minimum score of 70% that accompanies the course content.

3 Credits, 3 hours

Course Learning Objectives

Upon completion of the course, students will be able to:

- Describe the characteristics of a customer service member within the tourism and hospitality industry
- Demonstrate the seven levels of Guest Service Gold Tourism Customer Service
- Solve various customer service issues that occur within the tourism and hospitality industry
- Take part in role-playing as a customer service representative within the tourism and hospitality industry
- Explain the importance of customer service within the tourism and hospitality industry

Course Organization

This Tourism and Hospitality Customer Service course is offered as a hybrid course. We will meet face-to-face on (Date, time, and location). (Date) will be online and asynchronous which means that we will not personally meet on (Date). Instead, assignments, projects, and additional course information will be posted to Blackboard (BB) on (Date). Students will be required to use BB to participate in this course. Any changes will be announced in class and through a BB announcement. Students are expected to check BB, especially the Announcements section, frequently.

Due Dates

This course is divided into 12 weeks, and finals week (see Course Outline below), each having a start date and an end date. Material for each unit will be available on BB at 12:01 a.m. on the hybrid date of the unit. All tasks for a unit must be completed and submitted by the due date (11:59 p.m.). Please note that the CUNY BB clock is set to U.S. Eastern Standard time. All times referred to in this course will be marked by the BB clock and will, therefore, be U.S. Eastern Standard Time. "Receipt" of work will be defined as CUNY's BB system "timestamp" or, if email submission is indicated, the professor's email "timestamp." If you are not on the East Coast of the U.S., beware that both time stamps reflect Eastern Standard Time.

Late/Missed Work Policy:

All assignments will be due by the listed due date. If you have a situation that will impact your ability to complete your assignment, you must inform me prior to the due date and we can attempt to find an alternative solution. From time to time, we all have unexpected circumstances; however, I ask that you do not abuse this privilege. I try to be as fair as possible since life often takes unexpected turns that prevent us from timely accomplishments. We just don't want this to become a habit.

Missed work, which is any work not submitted by its deadline without having made arrangements for an extension prior to the due date, will result in a zero grade for that task.

Grading Criteria:

Assignments/Activities	60%
Midterm	20%
Final	20%

Important Information

- Academic Integrity ("Plagiarism"): The following is an excerpt from the KCC Academic Integrity Policy, "To reach academic success, one needs to uphold the 5 core values of honesty, trust, fairness, respect and responsibility. Failure to do so may result in charges of academic dishonesty. Academic dishonesty is prohibited by CUNY and Kingsborough

Community College and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, internet plagiarism, obtaining unfair advantages, and falsification of records."

- KCC's Academic Integrity Policy:
https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html
 - CUNY's Academic Integrity Policy:
<http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>
 - As a CUNY and Kingsborough Community College student, you are responsible for knowing and adhering to this policy. If the policy is unclear to you, speak to a professor or academic counselor. To avoid inadvertent plagiarism, make sure that you always cite the source where you found your material.
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- **Student Services:** If you experience difficulty in a course for any reason, please don't hesitate to consult with me. In addition to the resources of the academic departments, a wide range of services is available to support you in your efforts to meet course requirements and succeed in college. A few essential offices are
 - Counseling Resource Center, D102, (718) 368-5975;
 - Access-Ability Services, D205, (718) 368-5175;
 - Reading and Writing Center, L219, (718) 368-5405.
 - **Civility in the Classroom:** Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is essential in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.
 - **Changes to the Syllabus:** I reserve the right to alter the course syllabus at any time. An official announcement will be posted on the announcements section on Blackboard when the syllabus has been changed.

TAH 400 – Tourism and Hospitality Customer Service *

Topics to be covered (The topics/schedules are subject to change based on the needs of the class)

***This Topical Outline includes a spring break for the instructor to be able to shift around topics based on winter and spring break.**

Week 1	Date	<ul style="list-style-type: none">• Introduction to TAH Customer Service<ul style="list-style-type: none">○ Introduction to the course, requirements, and the foundation for customer service○ Is the customer always right?• Assignment/Activity<ul style="list-style-type: none">○ Why is customer service important in Tourism and Hospitality?<ul style="list-style-type: none">▪ Non-graded discussion to learn about the topic through Socratic methods▪ A minimum 300-word written response (graded)
Week 2	Date	<ul style="list-style-type: none">• TAH Service Excellence<ul style="list-style-type: none">○ What is customer service within TAH○ The standards of service excellence○ Ritz Carlton credo○ Explore What is in it for me (WIIFM) mentality• Assignment/Activity<ul style="list-style-type: none">○ Review the Ritz Carlton<ul style="list-style-type: none">▪ How does the Ritz Carlton set a high standard in customer service?<ul style="list-style-type: none">• Non-graded discussion to learn about the topic through Socratic methods▪ Compare the Ritz Carlton's customer service to another three or four-star hotel.<ul style="list-style-type: none">• A minimum 300-word written response (graded)
Week 3	Date	<ul style="list-style-type: none">• Customer Service Training Techniques<ul style="list-style-type: none">○ Learn the foundations of body language and tone of voice○ Professional appearances and why it matters○ Company culture○ Workplace behavior• Assignment/Activity<ul style="list-style-type: none">○ Analyzing how body language can affect a customer's experience<ul style="list-style-type: none">• Non-graded discussion to learn about the topic through Socratic methods○ Why does company culture and workplace behavior

		<p>matter to your future in the TAH industry?</p> <ul style="list-style-type: none"> ▪ A minimum 300-word written response (graded)
Week 4	Date	<ul style="list-style-type: none"> • Communications <ul style="list-style-type: none"> ○ Face-to-face, phone, written, and email etiquette ○ Effective listening ○ Crisis communication • Assignment/Activity <ul style="list-style-type: none"> ○ Respond to a guest's suggestion and complaint in a professional manner <ul style="list-style-type: none"> ▪ Non-graded role-playing activities ▪ A minimum 300-word written response to a customer service scenario (graded)
Week 5	Date	<ul style="list-style-type: none"> • Understanding Clients/Guests/Customers <ul style="list-style-type: none"> ○ Learn to be adaptive ○ The different roles and definitions of a customer • The art of being creative • Assignment/Activity <ul style="list-style-type: none"> ○ Respond to a guest's email in a professional manner <ul style="list-style-type: none"> ▪ A minimum 300-word written response to a guest's email (graded)
Week 6	Date	<ul style="list-style-type: none"> • Midterm Exam <ul style="list-style-type: none"> ○ Multiple choice exam
Week 7	Date	<ul style="list-style-type: none"> • Spring Break/Thanksgiving Break (depending on the semester)
Week 8	Date	<ul style="list-style-type: none"> • TAH Customer Service Professional Development <ul style="list-style-type: none"> ○ LinkedIn ○ Displaying customer service on a resume ○ The Do and Don't in customer service when handling social media • Assignment/Activity <ul style="list-style-type: none"> ○ How can Tourism and Hospitality companies use customer service when interacting on social media? <ul style="list-style-type: none"> ▪ Non-graded discussion to learn about the topic through Socratic methods ▪ A minimum 300-word written response that answers the question by using a TAH business as an example (graded)
Week 9	Date	<ul style="list-style-type: none"> • Building Relationships <ul style="list-style-type: none"> ○ Networking ○ Customer Relationship Management

		<ul style="list-style-type: none"> • Assignment/Activity <ul style="list-style-type: none"> ○ Networking scenarios <ul style="list-style-type: none"> ▪ Non-graded role-playing activities ▪ Creating a professional LinkedIn account (graded)
Week 10	Date	<ul style="list-style-type: none"> • Introduction to Guest Service Gold Tourism
Week 11	Date	<ul style="list-style-type: none"> • Guest Service Gold Tourism <ul style="list-style-type: none"> ○ Start the Guest Service Gold (American Hotel and Lodge Association Standards) professional certification training ○ The first three steps: recovery, personalization, and knowledge • Assignment/Activity <ul style="list-style-type: none"> ○ Review the first three steps and how they can provide guest service gold within the industry. <ul style="list-style-type: none"> ▪ Non-graded discussion to learn about the topic through Socratic methods ▪ Short answer responses to questions based on the topic (graded)
Week 12	Date	<ul style="list-style-type: none"> • Guest Service Gold Tourism Continue <ul style="list-style-type: none"> ○ Guest Service Gold professional certification training continues ○ The final four steps: passion, commitment, inclusion, and personality • Assignment/Activity <ul style="list-style-type: none"> ○ Review the final four steps and how they can provide guest service gold within the industry. <ul style="list-style-type: none"> ▪ Non-graded role-playing activities ▪ Short answer responses to questions based on the topic (graded)
Final Week	Date	<ul style="list-style-type: none"> • Final Exam <ul style="list-style-type: none"> ○ Multiple choice