I. Course Description:

Principles of management applied to food service systems including restaurants and institutions.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course supports the mission of the College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.”

HUSC 5305 - Food Service Organization and Management is a 3 credit hour course. This course will be taught 100% online for 6 weeks utilizing the D2L delivery platform and a 2 hour final exam at the end of week 6. Students will have Discussion Board and Article Review assignments for each chapter each week, 5 exams, plus a major research paper. The online course instruction of 8 hours each week will include D2L module lectures, required textbook chapter readings, weekly assignments, and test preparation. Students will be expected to spend 2 hours of outside preparation for every 1 hour of instruction.

THE COLLEGE OF EDUCATION VALUES AND GOALS ARE:
1. Academic excellence through critical, reflective, and creative thinking
2. Life-long learning
3. Collaboration and shared decision-making
4. Openness to new ideas, to cultural diverse people, and to innovation and change
5. Integrity, responsibility, diligence, and ethical behavior
6. Service that enriches the community

Program Learning Outcomes:
1. **PLO 1 – Resource Development**: The Students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.
2. **PLO 2 – Professional Behavior**: The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences and Hospitality.
3. **PLO 3 – Key Ratios**: The student will calculate, interpret and understand key ratios, financial statements and budgets, related to the hospitality industry.
4. **PLO 4 – Service Attitude**: The student will demonstrate a positive service attitude.

Student Learning Outcomes:
The course objectives provide an opportunity for learning to:

- Identify trends impacting management of food operations.
- Identify the characteristics of the major types of foodservice systems.
- Identify management functions necessary for effective operation of food system.
- Apply the management functions necessary for effective operation of a foodservice system.
- Evaluate managerial styles appropriate for a culturally diverse workforce in foodservice operations.
- Identify the principles of equipment and facility maintenance.
- Identify current work productivity trends in foodservice facilities to assure the smooth, efficient workflow throughout the foodservice system.
- Identify the role of marketing in foodservice and nutritional care systems.
- Identify and interpret laws, standards, and regulations that govern the foodservice systems.
- Identify total quality management programs appropriate for use in foodservice and nutritional care.
- Identify the basic components of financial reporting.
• Understand the systems approach to foodservice organization.
• Identify and understand the foodservice systems model.
• Understand the ethical issues for a foodservice operation.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

EXAMS - 5 exams will be given covering material from the textbook AND course content pages. Each exam will be worth 100 points. Exams will be available in D2L on the scheduled day between 8:00am-11:00pm. Make-up exams will only be given for an excused absence and rescheduling is at the discretion of the instructor.

ASSIGNMENTS – You will have weekly assignments to be posted in the Course Tools link (Discussions and Dropbox) in Desire 2 Learn. All assignments will be related to the chapters as we move through the textbook and online modules, as well as research article reviews found in professional publications, research journals, or professional industry blog sites. The article reviews must include a summary of the article, your opinion of the article content, future outlook on the industry (if necessary), and the link to the actual article. LATE WORK WILL NOT BE ACCEPTED!

RESEARCH PAPER – You will write an 8-10 page research paper in APA format. You will use 12 pt – Times New Roman font, 1” margins, and double-spaced. You must use a minimum of 5 references and cite them accordingly within your paper. You must choose a topic from the list below and research how this topic is affected/handled within the foodservice industry:

- Employment Issues – immigration, minimum wage, background checks, terrorism, HR, etc.
- Food Safety – imports/exports, farming, government regulations, etc.
- Industry Trends – technology, terrorism concerns, customer expectations, global pandemic, etc.
- Sustainability – food supply, resources, employees, profitability, etc.

INSTRUCTIONAL STRATEGIES – This class will utilize an online delivery format. All course content, lecture notes, assignments, exams, and grading will be done through D2L.

TECHNOLOGY – Desire 2 Learn (D2L) will be used to post announcements, course grades, online assignments, and support information.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Exam / Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A – 720-800</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B – 640-721</td>
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<tr>
<td>Exam 3</td>
<td>100</td>
<td>C – 560-639</td>
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<tr>
<td>Exam 4</td>
<td>100</td>
<td>D – 480-559</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
<td>F – 0-479</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
<td></td>
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<tr>
<td>D2L Assignments</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>800</td>
<td></td>
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</tbody>
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V. Tentative Course Outline/Calendar:

Week 1 May 17-23
- Chapter 1 – The Foodservice Industry and Student Introductions
- D2L Assignment on global pandemic effects on the foodservice industry
- Article Review on Trends.

EXAM 1 – Chapters 1-2

Week 2 May 24-30
- Chapter 3 – Menu Planning and Development
  - Chapter 3 Case in Point – The Handwritten Menu
- Chapter 4 – Recipe Standardization, Costing, and Analysis
  - Recipe Costing Worksheets
- Chapter 5 – Menu Pricing
  - Article Review on Menu Issues

EXAM 2 – Chapters 3-5

Week 3 May 31-June 6
- Chapter 6 – Facilities Planning, Design, and Equipment
  - Article Review on OSHA or ADA Compliance
- Chapter 7 – Food Sanitation and Safety
  - Chapter 7 Case in Point – Food Safety in the Nursing Home
- Chapter 8 – Supply Chain Management
  - Chapter 8 Case in Point – Purchasing in University Dining Services
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbook**

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line:  Text HELLO to 741-741

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

PROFESSIONAL STANDARDS

1. Students should prepare themselves adequately for each semester. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
2. Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
3. Faculty are committed to provide information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and work with field supervisors.
4. If student dissatisfaction arises, the student's request for a private conference/phone call with the professor serves as the first step toward resolution.