I. Course Description:

Principles of management applied to food service systems including restaurants and institutions. No pre-requisites.

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 5 weeks utilizing the D2L delivery platform and a 2 hour final exam at the end of week 5. 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.

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

THE COLLEGE OF EDUCATION VALUES AND GOALS ARE:

• Provide transformational experiences for our students.
• Promote meaningful and sustained enrollment growth.
• Attract and support high quality faculty and staff.
• Improve and maintain an optimal college culture.
• Provide academic and co-curricular innovations.
• Increase connections with stakeholders.

Program Learning Outcomes:

PLO 1: Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.

PLO 2: Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.

PLO 3: Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

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.

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.

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

Week 1 June 3-9
Chapter 1 – The Foodservice Industry and Student Introductions
D2L Assignment on global pandemic effects on the foodservice industry
Chapter 2 – The Foodservice Business
Article Review on Trends.

EXAM 1 – Chapters 1-2

Week 2 June 10-16
Chapter 3 – Menu Planning and Development
Chapter 3 Case in Point – The Handwritten Menu
Chapter 4 – Recipe Standardization, Costing, and Analysis
Recipe Costing Worksheets

Week 3 June 17-23
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
Chapter 9 – Food Management
Week 4  June 24-30
Chapter 10 – Financial Management
Article Review on Financial Management
Chapter 11 – Customer Service
Chapter 11 Case in Point – Pineapple or Pickle?
Chapter 12 – Marketing
Article review on Marketing and/or Advertising
Chapter 13 – Human Resource Management
D2L Assignment on Human Resource Issues
Chapter 14 – Leadership and Management
Chapter 14 Case in Point – Daphne’s Dilemma

Week 5  July 1-5
Chapter 15 – Internal Control
Article Review on Internal Control
Chapter 16 – Operational Analyses
Chapter 16 Case in Point – Sales and Labor
Chapter 17 – Beverage Management
Article Review on Alcohol Consumption
Chapter 18 – The Future of the Foodservice Industry
Article Review on Technology Advancements
Research Paper Due!!

FINAL EXAM – Chapters 10-14

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/

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status.
Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.
• **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

• **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

• **On-campus Resources:**
  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    936.468.7249
dos@sfasu.edu
  o SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    Human Services Room 202 • 936-468-1041
  o **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
    ▪ To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      ❖ Health Services
      ❖ Counseling Services
      ❖ Student Outreach and Support
      ❖ Food Pantry
      ❖ Wellness Coaching
      ❖ Alcohol and Other Drug Education
    [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    936.468.4008
    thehub@sfasu.edu
  ▪ **Crisis Resources:**
    ❖ Burke 24-hour crisis line 1(800) 392-8343
    ❖ National Suicide Crisis Prevention: 9-8-8
    ❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    ❖ Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation:

• **Code of Ethics for the Texas Educator:**
  o 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.
  o Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](http://www.sfasu.edu).
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

- 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 eligibility 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.

- 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
  - 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. 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.