

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Culinary Arts and Related Sciences</u>
COURSE RUBRIC AND NUMBER	<u>RSTO 2431</u>
COURSE TITLE	<u>Food Service Management</u>
COURSE CREDIT HOURS	<u>4 3 :</u> Credits Lec Lab

I. Catalog Description

Promotes mastery of actual management experiences in supervision, training, planning, and control of a variety of food service operation formats may include cafeteria, table service, meetings, banquets, and catered events. Includes personal relations and employee relations in Food Service. **(3:2). Lab fee.**

II. Course Objectives

- A. Unit I. Introduction to Food Service Management
 - 1. Outline the origins and development of food service.
 - 2. Distinguish between commercial and noncommercial food service operations.
 - 3. Explain the purpose of an organization chart and identify the organizational structures of various kinds of food service operations.
 - 4. Describe “moments of truth.”
 - 5. Explain restaurant’s purpose and expectations
 - 6. Display unbiased attitude toward guests.

- B. Unit II. Food Service Management
 - 1. Identify the value of leaders.
 - 2. Define management and list the steps in the management process.
 - 3. Explain the “team approach” in management.
 - 4. Explain marketing in terms of delivering guest-pleasing service.
 - 5. Express thoughts and ideas clearly both written and oral.

- C. Unit III. Nutrition
 - 1. Explain the importance of good nutrition.
 - 2. List and define the six basic nutrients.
 - 3. List the “big eight” food allergens.
 - 4. Identify contemporary dietary concerns.
 - 5. Outline legislation and its effect on nutrition.

- D. Unit IV. The Menu
 - 1. Explain the steps involved in menu planning.
 - 2. Explain the steps involved in menu design.
 - 3. Describe the three basic categories of menu pricing styles.
 - 4. Describe the two varieties of menu schedules.

- E. Unit V. Menu Management
 - 1. Summarize the benefits of standard recipes.

2. Explain the procedures involved in using standard recipes.
3. Determine standard food and beverage costs.
4. Explain the value of periodic menu evaluation.
5. Oversee menu operations and executions.

F. Unit VI. Production

1. Describe the various roles of purchasing, receiving, storing, and issuing as each function relates to food production.
2. List the benefits that technology can provide in the production of food and beverages.
3. Explain how production planning can help meet and exceed guest expectations.
4. Outline the primary concerns of managers during food and beverage production, including various control activities used to meet these concerns.
5. Perform basic equipment maintenance.

G. Unit VII. Service

1. Identify and describe four types of table service.
2. Explain revenue control procedures for food servers and beverage personnel.
3. Identify the advantages of increasing food and beverage sales.
4. Identify and explain the causes of unsafe food and list the basic types of foodborne illnesses.
5. Perform predetermined front of house and back of house opening and closing procedures.
6. Display multitasking abilities in front of house and back of house.
7. Perform daily pre- and post-shift walkthroughs.

H. Unit VIII. Design

1. Outline and describe the layout and design planning process.
2. List and briefly describe kitchen design factors.
3. List current trends in restaurant design.
4. Explain the importance of “traffic flow” inside the restaurant.

I. Unit IX. Finances

1. Describe the origins and the advantages of uniform systems of accounts.
2. Outline operations budgets.
3. Identify the components and uses of income statements and balance sheets.
4. Summarize technology in the accounting process.

III. THECB Learning Outcomes (WECM)

1. Develop complete, detailed, and accurate operation plans including menus and recipes, requisition of foods and supplies, cost analysis and pricing, human resource utilization, and merchandising and promotion.
2. Supervise actual food service operation providing leadership and dealing with unexpected situations.
3. Perform detailed critical analysis of all aspects of the food service operation.
4. Plan and conduct training exercises in basic food service competencies.

IV. Evaluation

A. Pre-assessment

Instructors should check each student’s prerequisites the first week of class; those who do not qualify should be sent back to Admissions. Students should pass any applicable safety tests during the first week. The instructor should counsel students regarding specific safety issues.

B. Challenge Exam

Students who wish to challenge the course should contact the Testing Center and the Instructional Dean. Challenges must be accomplished before the census cut-off date. Students who have previously received a W or a letter grade for the course are not eligible to challenge this course.

C. Post-Assessment

1. The instructor will maintain a continuous record of each student's progress on an institutionally approved grade sheet or computerized substitute. All instructors must keep records in such a way that information would be clear to a second party having to check grade computation in special cases. An explanatory legend should be provided on the grade sheet.
2. The evaluation of work should be based on the student's mastery of the assigned objectives. In addition to food service management projects, the instructor may require quizzes and exercises on math, terminology, and use of tools. The instructor may also require researching of food service management topics.

It is essential that student do assignments throughout the semester. These units are to be seen as overlapping and intertwined with one another.

Any projects will be devised at the instructor's discretion. Instructors are strongly encouraged to require that recipe research be typed or composed on a word processor or computer.

D. Final Examination

A final examination is required in all Culinary and Restaurant Management classes. The exam should consist of (or at least include) a written test and/or a hands-on preparation given in class/lab during the scheduled final examination period.

If the instructor determines the final Food Service Management project and/or written exam do not reflect a satisfactory mastery of the course objectives, the exam may be used as a justification for failing the student for the course. In such cases, it is advisable to have one other instructor confirm the evaluation of the work.

If the instructor judges that the final Food Service Management project and/or written exam meets the course objectives satisfactorily, the work will be graded and may be averaged in with the other course work to determine the course grade.

E. Grading Percentages

Grade percentages for determining the course grade may be devised by the individual instructor, but the in-class projects will account for at least 70% of the student's grade. At the instructor's discretion, the grade for the final exam may be averaged as part of the 70%.

F. Remediation

At the instructor's discretion, students may be allowed to retest for higher grades. Students seeking additional help may obtain tutoring assistance from the Chef Instructor as time permits.

G. Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = below 60

I = Incomplete

W = Withdrew/ Withdrawn

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.