NOTE: This course is not designed for transfer credit.

Catalog Course Description:
This course examines the requirements to start and operate a catering company. Topics of discussion include kitchen equipment, regulations, operations and business planning.

Entry Level Standards:
Must be able to read, write, speak, and reason at the college level.

Prerequisite:
HSP 1200

Textbook(s) and Other Reference Materials Basic to the Course:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>The Catering World: Types of Catering</td>
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<td>2</td>
<td>The Caterer and the Client</td>
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<td>3</td>
<td>Establishing the Right Kind of Caterer for You</td>
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<td>4</td>
<td>Choosing Your Client</td>
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<td>5</td>
<td>The Seven Functions of Catering</td>
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<td>6</td>
<td>The Seven Functions of Catering</td>
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<td>7</td>
<td>Planning – The Basic Catering Management Function</td>
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<td>8</td>
<td>Operations – Execution of Tasks</td>
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<tr>
<td>9</td>
<td>Operations – Execution of Tasks</td>
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<tr>
<td>10</td>
<td>Organizing the Event</td>
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II. Course Objectives*:

A. Exhibit an adequate knowledge of caterer types and client relationships. I, II, V, VI, VII, VIII

B. Demonstrate a complete and thorough understanding of the planning and operation of catered events. I, II, III, IV, V, VII, VIII

C. Demonstrate a complete and thorough understanding of the management control process for catered events. I, II, V, VI, VII, VIII

D. Understand the need and utilization of specific equipment for catering. II, III, V, VII

E. Demonstrate the ability to plan, organize and implement a catering function. I, II, III, IV, V, VII

*Roman numerals after course objectives reference goals of Hospitality program.

III. Instructional Processes*:

Students will:

1. Develop a hypothetical catering company to complete student understanding of the specialized management need to compete in this segment. Active Learning Strategy, Communication Outcome, Problem Solving and Decision-Making Outcome

2. Work as groups to establish menus and services that catering companies might provide. Active Learning Strategy, Communication Outcome, Problem Solving and Decision-Making Outcome

3. Strengthen analytical skills by pre-costing catering menus, events, and labor needs from supplied data and scenarios. Numerical Literacy Outcome, Personal Development Outcome

4. Develop standardized food and beverage recipes specifically for targeted catering markets. Active Learning Strategy, Communication Outcome, Problem Solving and Decision-Making Outcome

5. Evaluate catering event work schedules and production assignments to determine the estimated cost of labor for comparison to the generated sales from labor. Active Learning Strategy, Numerical Literacy Outcome, Problem Solving and Decision Making Outcome

6. Visit a local catering company to witness a first-hand catering operation. Active Learning Strategy, Problem Solving and Decision Making Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for
strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Discuss the catering industry and segment potential clients. A, D
2. Explain various types of catering events held on and off-premise. A, B, C, D
3. Explain how client’s choose caterers. A, B, C
4. Differentiate between corporate and social catering. A, B, C
5. Identify elements of the strategic planning tool: SWOT analysis. A, C, E
6. Determine why the planned growth of a catering company is achieved through a conscientious building of satisfied customers and financial success. A, E
7. Explain the symbiotic relationship of all seven functions of catering. A, B, C, D
8. Gain an appreciation for the planning function of the catering business. A, B, D, E
9. Discuss why catering plans must be flexible. A, B, C, E
10. Show the planning sequence all caterers must follow regardless of the event. A, E
11. Describe, plan, and expense a standardized menu. A, B, C, D, E
12. Explain the purchasing procedures inherent to catering. A, C, E
13. Describe catering equipment, its uses and designs for specific specialty pieces. A, B, C, D
15. Discuss the reasons that control is the most common threat to caterer success. A, C, E
16. Explain the legal terms of a standard caterer’s contract. A, B, C

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 45% of grade

Students are evaluated primarily on the basis of tests. A minimum of three exams must be given counting 45% of the final semester grade.

B. Laboratory Expectations:

N/A

C. Field Work: 45% of grade

Students will be responsible for observation of selected catering events and the affiliated assignments required throughout the semester. This portion of the final semester grade is 45%.
D. Other Evaluation Methods: 10% of grade

Class participation, group work, and homework will also comprise the final grade for the course. Each instructor must provide full details the first week of class via a syllabus supplement. This portion of the final semester grade is 10%.

E. Grading Scale:

92 - 100 A
89 - 91 B+
82 - 88 B
79 - 81 C+
72 - 78 C
65 - 71 D
Below 65 F

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75% of their scheduled class and laboratory meetings in order to receive credit for the course.