

**ON-LINE COURSE DEVELOPMENT  
AND INSTRUCTIONAL MANUAL FOR MATC HOSPITALITY PROGRAM**

By

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A Research Project

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ABSTRACT

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ON-LINE COURSE DEVELOPMENT AND INSTRUCTIONAL MANUAL  
FOR MATC HOSPITALITY PROGRAM

(Title)

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The literature suggests that online training and education will be the foundation of hospitality training and in-service educational programming at all levels for the years to come. According to the future of Hospitality Education by Humme (1999), the continued rapid growth of services and the rapid nature of change within the services sector will require new approaches to training and education. Other researchers have found that the hospitality industry has begun to utilize new technologies to facilitate the flow of information throughout their respective organizations. Large lodging corporations such as Hilton and Hyatt have enabled the transfer of information through extensive inter and intra networks. The recent acquisition of Homewood Suites, Embassy Suites and Hampton Inns by Hilton was enabled by the used of training technology to update those unfamiliar with Hilton

corporate operations and philosophy. Trade publications such as Meeting News, Restaurant News, Business Traveler and others all underscore that the training for service industry will now be conducted on the Internet or are technological based systems. More and more training and education in the hospitality firm has migrated towards technology and its easy access twenty-four hours per day.

The existing position of the hospitality industry and its focused interest in technological training and education underscores the purpose of this study. With the rapid change in industry towards technology in information transfer it is time that education move closer to the industry it serves. Educational systems in general have been slow to modify its educational programming to meet emerging markets (Gates 2000). The advent of the worldwide Internet has enabled some universities, private, and for profit colleges to quickly offer technological based curricula and full programming. Many educators are very skeptical of this type of programming and degree granting change. “ Their overall success has yet to be effectively measured or a true value placed on the programming offered” (Davies 2001). Regardless of the emerging issues, it is essential to underscore that many educational institutions worldwide that are quickly designing online undergraduate and graduate degree and certificate programs to enable attract enrollment from around the world.

The purpose of this Plan B study was twofold. To develop an applied Hospitality student-orientation manual, a device for MATC (Milwaukee Area Technical College) students to explore and learn the Blackboard system used for on-line courses. The intent is to eventually offer hospitality programming to outreach those in the hospitality industry unable to attend scheduled class sessions in a traditional format. The manual includes a step-by-step

process for students to follow as they begin distance education delivery based on MATC and Wisconsin Technical Education standards. The complete manual is found in the appendix.

Hand in hand with the student-orientation manual is the on-line course curriculum for Legal Aspects in the Hospitality Industry. Students will have access to this new on-line course beginning in spring 2002.

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## **CHAPTER I**

### **Introduction**

As our world continues to become more global, pressed for time, and in need of higher education and more training, people are looking for alternatives to the traditional face-to-face educational experience. The need is so great, that universities, colleges and schools have begun programs that encompass on-line learning to accommodate the changing face of students.

Milwaukee Area Technical College (MATC) is no exception in trying to fill the gap for potential and current students. The Hotel/Hospitality Program at MATC has begun to bridge the gap by introducing new and current students to on-line curriculum comprising of core courses they will need for an Associate Degree in Hotel/Hospitality Management. The curriculum must meet the high standards of the Wisconsin Technical College System while maintaining current, accurate information and use technology to deliver the content. The traditional deliver methods a course would envelop need to be analyzed, redefined and converted into a suitable structure for content within the Internet delivery system.

### **Problems and Challenges**

Despite the tremendous need for an alternative delivery method to meet the needs of a global student, instructors and students need to have a basic comfort level prior to immersing themselves into a new technology-driven environment. This comfort level is unique to each individual and cannot be underestimated when calculating the success or failure of the learning environment.

Instructors need to encompass technology that is acceptable and user-friendly for the student. This is a delicate balance that can be difficult for those not truly committed to learning and teaching or for those not fully trained in the on-line format.

The expectations associated with an on-line course are another difficult task to overcome. Both faculty and students need to recognize the expectations including the limitations of on-line learning. Many of the limitations to on-line learning are similar with those of traditional face-to-face learning in that the learner still needs to be motivated and keep active in the course. Instructors should continue to place high expectations on student outcomes whether in a traditional course or alternative-delivery course.

One of the biggest obstacles is converting or developing appropriate course material that applies to on-line learning. Instructors have a delicate balancing act. Course materials need to be current, eventful, inspiring, useful, motivating, easily understood and above all, user friendly. The advantage of a face-to-face explanation is not available with on-line assignments and assessments.

### **Goals of the Project**

There were two fundamental goals of this project. The first was to write viable, current curriculum for a core course in the Hotel/Hospitality Management program titled, Legal Aspects of the Hotel/Hospitality Industry.

The second goal was to write an on-line student orientation manual to introduce new and continuing on-line students to the Blackboard format and course design.

### **Statement of the Problem**

The purposes of this project are twofold: 1. Prepare new on-line curriculum for a course titled, Legal Aspects of the Hotel/Hospitality Industry for MATC. 2. Write a student orientation manual for on-line courses for current and perspective on-line students at MATC.

### **Objectives**

The project focuses on the following objectives:

1. To develop on-line curriculum for the Hotel/Hospitality Management Program, specifically the course titled: Legal Aspects of the Hotel Hospitality Industry for MATC.
2. To develop a student orientation manual that guides students through the Hotel/Hospitality Management on-line courses using Blackboard at MATC.

## CHAPTER II

### Literature Review

The importance of education and training has remained constant for generations. What has changed is the face of education and training. The familiar face-to-face relationships between faculty, students, classmates, campus and co-workers have evolved into a high technology-electronic classroom. Students no longer look to traditional college campuses to learn and earn their degrees. The realm of possibilities is staggering to consider. “Information and learning experiences are now distributed across global networks, rather than being limited to what can be housed in your school or classroom.” (Dyrli & Kinnaman 1996). “Given the advancements in computer technology and the widespread use of the Internet, there is no better time to initiate a teaching strategy that incorporates technology use” (Guha 2001).

Regardless of the emerging issues, it is essential to underscore that many educational institutions worldwide are quickly designing online undergraduate and graduate degree and certificate programs to enable to attract enrollment from around the world. Milwaukee Area Technical College (MATC) has also embraced that same philosophy and now offers over 150 different courses through alternative delivery methods (Strachota 2001). The twist is that a technical college is hands on and does not rely solely on theory-based education. “Instructors at MATC have an added challenge with trying to incorporate “hands-on learning. We need to be cognizant of students’ needs regarding their location, but at the same time, we need to incorporate labs, site visits and other traditional methods that have given technical colleges their reputations. (Strachota 2001)

The Hotel/Hospitality Management program at MATC has seen a strong demand to develop Internet courses in response to a global and transient employment sector. Students are not available when classes are in session, so the sessions can come to them. Continuity of education becomes a non-issue since students can continue their education regardless of their changing locations. (Davies, 2001)

### On-Line Trainer

The on-line experience is a viable option for both learning institutions and business applications. Within the private sector, hotel companies have been training, communicating and adapting technology to meet their corporate needs.

For years, large corporations have poured millions of dollars into face-to-face training and are now seeing a cost advantage in using technology. Large lodging corporations such as Hilton and Hyatt have enabled the transfer of information through extensive inter and intra networks. The recent acquisition of Homewood Suites, Embassy Suites and Hampton Inns by Hilton was enabled by the use of training technology to update those unfamiliar with Hilton corporate operations and philosophy. Trade publications such as Meeting News, Restaurant News, Business Traveler and others all underscore that training for the service industry will now be conducted on the internet or be a technological based systems. More and more training and education in the hospitality industry has migrated towards technology and its easy access twenty-four hours per day.

Ameritech Corporation has allotted \$12 million for an educational program that allows teachers and education officials to use the Internet in curriculum development (Meyers 1995). This program has already been implemented at several universities such as Central Michigan University and Michigan State University (Meyers 1995). Researchers

have found that the hospitality industry has begun to utilize new technologies to facilitate the flow of information throughout their respective organizations. Students who receive their post-secondary degree by means of an alternative form of delivery will be much more accepting in the corporate world when training is done in the same fashion.

There has been some concern regarding a student's ability to "fit in" while utilizing an alternative delivery method. This has not been an issue with corporate America because employees are oriented to the company with daily interaction among co-workers and the alternative-delivery training methods are used in conjunction with face-to-face contact. "Teachers know and educational researchers confirm – that the most meaningful learning takes place when students interact with concrete material; students learn best by doing (Dyrli & Kinnaman 1996). "Since on-line learning does not offer students the campus experience for social interaction, or provide hands-on guidance from the course instructor, a carefully crafted teaching strategy is necessary to keep the instruction interesting" (Guha 2001).

The World Wide Web is a fantastic place for students to be able to have meaningful, constructive and interactive contact with other students, organizations and information they might not otherwise experience. Dyrli and Kinnaman caution, however that "merely engaging learners is not enough. Students first and foremost need to be comfortable with a variety of online tools before you can move on to more sophisticated uses of telecommunications in your classroom" (Dyrli & Kinnaman 2001). One of the necessary elements of a successful Internet experience for students is to have a student orientation that acclimates them to the site and eases their anxiety regarding alternative delivery.

### Instructional Preparation

Instructors also must possess skills to take students beyond introductory activities, and coordinate a range of experiences designed for enhanced learning and specific outcomes. Some of the teaching challenges you will face are not new and can be simulated to face-to-face contact, such as motivation and presenting interesting course materials. Instructors do need to become clever in their adaptations of old class material and incorporate their activities into various delivery modes. In conjunction with that, students need to be motivated and active in their learning style. A passive learner may not succeed if a requirement for the course is interaction with cybermates. On the other hand, a passive learner may relish the idea of a certain amount of anonymity within the course and flourish in this environment. In either case, instructors need to be prepared to step in and monitor course content, materials and the level of acceptance from students.

Whatever rationale a student comes up with for taking an Internet course, MATC needs to be prepared to be a viable option. The Hotel/Hospitality Management program at MATC has the objective of being the only associate degree program in the state of Wisconsin offering the entire Hotel/Hospitality Management degree on-line.

## CHAPTER III

### Methodology

The method of writing and creating a valid and current on-line course begins with training and completion of a Blackboard course. MATC uses Blackboard as their fundamental and primary format with regard to on-line courses and it is essential that prior to writing meaningful and useful curriculum, the instructor complete the proper training. In addition to the proper Blackboard training, the instructor needs ample knowledge of the subject matter and policies and procedures regarding MATC curriculum development process.

Proper MATC documentation including course development approval forms, on-line content approval forms, divisional approval forms and Instructor certification in the specific subject area must be completed.

In addition to the core abilities and specific documentation needed to get started, there is also a portion of anecdotal information to gather from colleagues who have written and currently teach on-line courses. These tidbits of knowledge can be of extreme importance when beginning this journey. Instructors' shared successes and failures can give a certain amount of stress-relief to others in the process of writing on-line curriculum.

Personally experiencing an alternative delivery system such as on-line learning also helps in the process of developing material that is useful, interactive and relative to the learning process. Taking on-line courses help to create, mold and merge ideas until the end product is satisfactory.

## CHAPTER IV

### **Project Presentation**

The orientation manual is given in its entirety. The appendices are found in the back of the thesis. The document includes a full course that is formatted for online delivery. It is provided as a document that can be used as an outline for future course development for two and four year hospitality programs.

### **Conclusion**

We have known for generations that life is getting more complicated and more demanding. People are often pushing their educational goals aside in lieu of more pressing issues, but now there may be a solution. With more on-line options, there can be easy choices that lend balance to life instead of stress.

This has been an extremely rewarding process. The Blackboard system has created an avenue for students and teachers to explore on-line learning. The challenges this project posed were far outnumbered by the positive impact on-line learning it will have on prospective and current students. Faculties that are involved in on-line curriculum have been supportive of the Hotel/Hospitality Management Program proceeding with expanding their on-line course offerings. Continual support will be needed to succeed in our goal of offering an entire Hotel/Hospitality Management Associate Degree on-line. Students have been questioning when certain courses will be available and intend to give the new delivery system a try. An in depth marketing proposal will be helpful in guiding MATC in their endeavors. I am deeply grateful for having the opportunity to expand my instructional forte with regard to on-line learning.

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## Appendix A

# MATC

## Online Orientation Manual

### Hotel Hospitality Management

Dear Student

Welcome to MATC and the On-line Hotel/Hospitality Management Program. You have embarked on a challenging and innovative On-line curriculum that allows students to complete coursework at convenient and flexible times. This option has given many students the opportunity to take courses to complete their Associate Degree in addition to taking care of their personal and professional obligations.

This educational journey will not be taken alone. Here at MATC, we have a dedicated staff of both instructors and technical assistants who will guide your learning by being supportive and instrumental in giving you access to the resources you will need to succeed.

This Manual along with a face-to-face Orientation meeting is designed to guide you in your journey as you embark on what just might be the beginning of your future.

Thank you for allowing us to be a part of your future.

MATC Instructor  
Hotel/Hospitality Management

MATC has contracted with Blackboard Inc. to provide server support to all registered On-line students. You will need the following equipment to successfully access the Blackboard site.

1. Access to a computer with Internet connection.
2. A web browser such as Netscape Navigator or Microsoft Internet Explorer, version 4.0 or higher.
3. An active e-mail account. All registered MATC students have an e-mail account through MATC. If you want to use your MATC

E-mail account, but don't know your address, or password, please contact the Help Desk at 414-297-6541. If you have an existing E-mail address from work or home, you may use it, but need to change the address on Blackboard.

4. A computer with Microsoft Word, or the capability to send data using a universal language.

## LOGGING ONTO BLACKBOARD: MATC Milwaukee

1. Gain access to the Internet through your provider.
2. Go to the URL: <http://www.matc.edu> (Students using MATC computers will automatically go to this MATC homepage.)
3. This will bring you to the MATC homepage. (Appendix A) This site is a great resource regarding the college and you should become familiar with the information located within this site. Scroll down to the lower right and click on "On-line Courses".
4. From this screen (Appendix B) there will be several semesters listed. Click on the semester that the course is offered and you are registered. For example, If your course begins in January 2002, click on "Spring 2002 Semester Classes".
5. Listed on this screen are the divisions offering On-line courses. The Hotel/Hospitality Management Program is located under "Consumer and Hospitality". (Appendix C) Click on "Consumer and Hospitality".
6. This screen (Appendix D) lists the departments within the Consumer and Hospitality Division that offer on-line courses. Click on the specific HOTEL course that you are registered for.
7. This screen (Appendix E) gives important information on how to access the Blackboard course. Please follow the directions given to gain access to the course. If for some reason, you are still not able to access the course, call the Help Desk at 414-297-6541.
8. Log on to Blackboard (Appendix F). In the future, it may be more convenient to go directly to the Blackboard page at this URL: <http://www.classrooms.matc.edu>
9. You are now in the Blackboard area. (Appendix G) You will find numerous sections in which to navigate, including the headings across the top, Tools, My Announcements, My Calendar, My Courses and Search the Web. Please go over each navigation summary found on the page titled **BLACKBOARD** to learn more about that specific area.

## **BLACKBOARD**

The following descriptions and information will help you in learning how to navigate within the blackboard system.

### **Headings above the top of the Screen:**

#### **My MATC:**

After logging into the course, you are automatically directed to this screen. (Appendix G) There are several areas located on this screen that will be useful to you including the section titled, TOOLS.

#### **Courses:**

This screen (Appendix H) lists all the courses you are registered for. It is important to note that even though you are registered for a particular course, your instructor has to enroll you on the roster through the blackboard system. The instructor is the only one who can enroll students into the course. Instructors typically enroll students within one week of the beginning of the semester. At that time, students will gain access to the course. See the section titled: NAVIGATING THROUGH THE COURSE to get more in-depth information once inside the course.

#### **Community:**

Every student has the opportunity to participate in student organizations. This area (Appendix I) lists which clubs, activities or organizations you participate in or are a member of.

#### **Services:**

Students, who would like information about computer lab hours, tutoring services or any other MATC assistance programs, can access them by clicking on this area. (Appendix J)

#### **Academic Web Resources:**

This area (Appendix K) consists of outside resources and interests for students. I would suggest clicking on "First Time?" and letting the tutorial help you.

#### **MATC Library:**

This screen (Appendix L) will guide you through the library via the Internet. This area will be useful for research papers, subject information, class reserves and reading for pleasure. Our MATC library has access to e-books, e-periodicals and e-data. Almost anything that is found in the traditional library can found through our Internet Library.

## **NAVIGATING THROUGH THE COURSE**

Once you are logged into Blackboard and have clicked on the course you are registered for and want to begin, the screen shows you several buttons located down the left side. To gain access to any of the buttons, simply click on one and it will take you to that area.

They are as follows:

- Announcements
- Syllabus
- Faculty Information
- Course documents
- Assignments
- Communication
- Groups
- External Links
- Student Tools
- Resources
- Course Map

It is helpful to access each of the areas highlighted in blue while you are reading about them.

### **Announcements:**

This section will automatically show up on your screen when you enter the course. This section also notifies students of any technical circumstances, server problems, server maintenance or any other important announcement for the course that all on-line students need to know. There are various time frames you can click on to view announcements. For example, clicking on "View Today" will show you all the posted announcements for today. If you click on "View Last Seven Days" it will show you an accumulation of announcements posted within the last seven days.

### **Syllabus:**

This section gives the course information, description of course, textbook requirements, grading scales, ADA statements and so on. This is a general overview of the course.

### **Faculty Information:**

This section gives information about your instructor, how to reach your instructor and perhaps even a picture and biography of your instructor.

**Course Documents:**

This section might have various folders and items that pertain to the course and what documents you may need to complete assignments. An example of what you might find in this section would be a form needed to complete a particular assignment or a report needed to complete an assignment.

**Assignments:**

This section outlines all the necessary work you will need to turn in for the course. There may be several folders listed and within those folders contains additional information regarding that assignment. For example: a folder listed as Chapter 1 may open up to two files such as review questions and chapter 1 readings.

**Communication:**

This section is broken down into four major areas: Send E-Mail, Discussion Board, Virtual Classroom and Group Pages.

The Send E-Mail section allows you to send e-mail to anyone enrolled in the course. You will see the student's names, but the specific address will remain confidential. When sending e-mail you will have a choice of how many people you want to send the same message to. This area works great for communications when group projects are required.

The Discussion Board is designed to give students an opportunity to share ideas and information with each other through common threads. You will be able to respond to previous comments posted and/or begin new discussion threads. Think of this section as a big bulletin board for comments. The only people who have access to this area are students enrolled in the course and the instructor.

**Appendix B****Project Presentation  
On-Line Course:****Legal Aspects of the Hotel/Hospitality Industry**

The following online course format is derived from the existing curriculum for Legal Aspects of the Hotel/Hospitality Industry. The layout is modified due to changing the format from Blackboard to Microsoft WORD. The folders, items and text boxes are not visible and do not show the full functioning outline as designed in Blackboard. The areas are broken down into: Announcements, Syllabus, Faculty Information, Assignments (due dates, competencies, readings, assignments, discussion and extra credit), Communications, External Links and a variety of student areas. The main focus of the curriculum is found in the Syllabus and Assignments sections. When students are logged onto Blackboard, all the icons and links are hot and students can navigate to identified sources and information by clicking each unique icon.

## Legal Aspects of the Hotel/Hospitality Industry A Blackboard Course at MATC: Milwaukee

### Faculty Information

#### Current Location: Faculty Information

<b>Instructor Name</b>	
<b>E-mail:</b>	Instructor Email Contact
<b>Work phone:</b>	List Number
<b>Office Location:</b>	MATC 700 West State Street Room M504 Milwaukee, WI 53233
<b>Office hours:</b>	List Hours

#### Syllabus Content

Online\_Syllabus\_Law.htm ( 7082 Bytes )

Click on the file above titled "On-line Syllabus-Law" to view the syllabus for this course.

#### Due Dates/Points

Open this folder to view due dates and point values for each assessment activity.

#### Grading System

Each assignment and activity is assessed a point value. In order to figure out your grade, please divide your total points into the total possible points and multiply by 100. For example, this course is worth 610 points and let's say you earned 580 points. You divide 580 into 610 to get .95, and then x100 would be a 95%, which is an "A". If you want to figure out your grade at any time, just add up your points and divide them into the possible points at that time and multiply by 100. Your grades are being updated every week. If you have any questions, please contact me.

#### Manual for On-line Students

This file contains a student manual that will guide you with your on-line course. It may be helpful to print a copy of this and follow along as you explore the Blackboard course area.

### Assignments & Chapter Overview

#### Current Location: Assignments

##### Law Paper

Please click on this folder title to gain information regarding the required law paper.

##### Extra Credit for each chapter

Open up this folder to view the extra credit for each chapter. Extra credit is not mandatory, but will assist you in earning additional points. Each chapter has a possible 4 extra credit points for the correct answers. You may get 1,2,3 or 4 points depending on the number correct for each chapter. To submit your extra credit, please place your name, chapter and answers to the multiple choices questions and submit in WORD format via attachment to the instructor's e-mail address.

## **CHAPTER 1**

**Note:** Chapter One demonstrates the learning competencies and identifies Key Concepts for the chapter. The following chapters do not demonstrate Key Concepts due to the public nature of this thesis. They are deleted from future chapters at the request of the Hospitality Program.

### **Due Date/Points**

Due xx/xx/xx Worth 20 points

### **Competencies**

1. Learner will be able to describe the development of rules regarding the rights and liabilities of innkeepers under the common law system.  
*Key Concepts:*
  - Common law rules evolved from early English customs and judicial decisions
  - Apply generally accepted rules and principles of justice
  - Common law system developed during Middle Ages
  - Common law rules regarding inn keeping
  - Influences that have modified common law rules include legislation and administrative agency rules and regulations, and ongoing court decisions
  
2. Learner will be able to provide examples of common law rules uniquely applicable to innkeepers.  
*Key Concepts:*
  - Common law rules evolved from early English customs and judicial decisions
  - Apply generally accepted rules and principles of justice
  - Common law system developed during Middle Ages
  - Common law rules regarding inn keeping
  - Influences that have modified common law rules include legislation and administrative agency rules and regulations, and ongoing court decisions
  
3. Learner will be able to explain why the laws of two states may differ with regard to essentially the same general issue.  
*Key Concepts:*
  - Each state court is independent of other state jurisdictions
  - Each state develops its own case law and judicial precedent
  
4. Learner will be able to explain why two federal circuit courts can reach different decisions while addressing the same type of legal question.  
*Key Concepts:*
  - Federal circuit court system comprises 13 judicial circuits
  - Circuits are independent of one another
  - All circuits are overseen by the U.S. Supreme Court, which may or may not settle or reconcile differing decisions by the circuits
  - Federal court jurisdiction includes federal laws and disputes between citizens from different states

5. Learner will be able to describe any legal distinctions that may be made in the terms “hotel”, “inn”, and “motel”.

*Key Concepts:*

- Hotel and inn are used interchangeably
- Laws applying to hotels apply to motels, and hotel precedents are often applied to motels
- Various statutes define hotel differently, so the definition can change depending on the law involved

**Readings**

Read chapter 1 pages 3-9.

**Homework Assignments**

Complete review questions 1-4 page 10.

Submit in WORD format via attachment to instructor’s e-mail address

## **CHAPTER 2**

### **Due Date/Points**

xx/xx/ss Worth 20 points

### **Competencies**

Chapter 2 Competencies

1. Learner should be able to identify the necessary elements of a contract.
2. Learner can define “offer”, “acceptance”, and “consideration”.
3. Learner can explain the differences between express and implied contracts.
4. Leraner can distinguish between bilater and unilateral contracts.
5. Learner could define “void”, “voidable” and “unenforceable” contracts.
6. Learner can explain why statues of limitations have been enacted.

### **Reading Assignments**

Read Chapter 2 pages 13-17.

### **Homework Assignments**

Complete review questions 1-9 pages 17-18.

Submit assignment in WORD format via attachment to instructor’s e-mail address.

## **CHAPTER 3**

### **Due Date/Points**

Due xx/xx/xx

Review questions worth 10 points.

Discussion postings worth 10 points

### **Competencies**

1. Learner can distinguish between a tort and a crime.
2. Learner can define negligence.
3. Learner can identify the four elements necessary to bring an action based on tort.
4. Learner can explain the doctrine of *res ipsa loquitur*.
5. Learner could describe the concept of contributory negligence.
6. Learner can explain the rule of comparative negligence, and distinguish between the two types of comparative negligence.

### **Readings**

Read Chapter 3 pages 21-25.

Read Case Study "Edgewater Motels, Inc. v Gatzke" page 27-33

### **Homework Assignments**

Complete review questions 1-6 pages 26-27.

Submit in WORD format via attachment to instructor's e-mail address.

### **Discussion Topic**

- Go to the Discussion Section of the course and post your response to the following question regarding the case study "Edgewater Motels v. Gatzke".
- Do you think Arlen Gatzke was within his scope of employment and therefore not personally negligent for the fire? Why or why not?
- Respond to at least one classmate's posting.

## **CHAPTERS 4, 7 & 8**

### **Due Date/Points**

xx/xx/xx

Chapter 4 review questions worth 10 points

Chapter 7 review questions worth 10 points

Chapter 8 review questions worth 10 points

Discussion postings worth 10 points

### **Competencies**

1. Learner can describe a hotel's duty under the common law to receive guests.
2. Learner can explain how hotels come under the coverage of the Civil Rights Act of 1964?
3. Learner could explain the remedies allowed an aggrieved person under the Civil Rights Act of 1964.
4. Learner can describe a hotel's further obligations under state civil rights law.
5. Learner can explain a hotel's duty to receive married women and minor children.
6. Learner can list the circumstances under which a hotel may refuse a guest.
7. Learner can explain a hotel's affirmative duty not to allow unregistered and unauthorized parties access to guestrooms.
8. Learner can describe the guest's constitutional protection against unreasonable search and seizure and warrantless searches.
9. Learner can explain the concept of a guest's right to privacy as it relates to the hotel.
10. Learner can indicate possible liabilities for a hotel's wrongful refusal to receive a guest.
11. Learner can describe anti-discrimination restrictions on hotel advertising.
12. Learner can distinguish between a guest and a tenant.
13. Learner could explain the legal implication of the difference between a guest and a tenant.
14. List some conditions under which a hotel can rightfully evict guests or restaurant and bar patrons.
15. Learner can indicate the circumstances under which a hotel may evict persons who are not guests or patrons.
16. Learner can describe the actions that the hotel should follow when evicting a guest.

### **Reading Assignments**

Chapter 4 pages 37-41

Chapter 8 pages 91-95

Case Study pages 96-97 "Kelly v. United States"

**Homework Assignments**

Complete review questions 1-7 page 43

Complete review questions 1-6 pages 95-96

Submit in WORD format via attachment to instructor's e-mail address.

See Discussion Topic section for chapter 8.

**Discussion Topic**

Once you have read the Case Study for Chapter 8, please post your response to this question in the discussion section. Also reply to at least one classmate's posting.

If the guest solicited the woman to come to his room, how can the hotel justify arresting her?

## **CHAPTER 5 & CHAPTER 6**

### **Due Date/Points**

Due xx/xx/xx

Chapter 5 review questions worth 15 points

Chapter 6 review questions worth 15 points

Discussion Postings worth 10 points

### **Competencies**

1. Learner can list the material points that must be present to constitute a binding agreement between a hotel and a prospective guest.
2. Learner can explain the basis for a hotel's liability for not honoring a reservation.
3. Learner can indicate the damages a guest may sue for, if a hotel fails to furnish reserved accommodations.
4. Learner can describe laws on overbooking.
5. Learner could list some major items that should be included in a written contract between a hotel and its convention or group.
6. Learner can indicate how often a hotel should review its convention or group contracts, and cite cases illustrating the importance of proper contracts with conventions or groups.

### **Reading Assignments**

Read Chapter 5 pages 55-57.

Read Chapter 6 pages 69-76.

Read Case study "Hotel Del Coronado v. Qwip Systems" pages 78-81 ( See Discussion topic)

### **Homework Assignments**

Complete review questions 1 and 2, page 58.

Complete review questions 1-6 page 77.

Submit in WORD format via attachment to the instructor's e-mail address.

### **Discussion Topic**

After reading the Case Study on page 78 "Hotel Del Coronado v. Qwip Systems" please respond in the discussion section to the following question. Also respond to at least one classmate's posting.

Did the Hotel Del Coronado have a graduated damages clause? Do you agree or disagree with the judge's findings? Why or why not?

**CHAPTER 9****Due Date/Points**

Due xx/xx/xx Worth 20 points

**Competencies**

1. Learner is able to state the purpose of the American with Disabilities Act (ADA) and briefly describe how Title III of the Act affects lodging and food service establishments.
2. Learner can describe the “full enjoyment” requirement of the ADA, describe how the Act defines an individual with a disability, and describe the “auxiliary aids or services” requirement of the Act.
3. Learner could summarize what the ADA considers “readily achievable” removal of barriers.
4. Learner can describe how Title III of the ADA may be enforced.

**Reading Assignments**

Read Chapter 9 pages101-108.

**Homework Assignments**

Complete review questions 1-6 page 109.

Submit in WORD format via attachment to instructor’s e-mail address.

## **CHAPTER 10**

### **Due Date/Points**

Initial case posted on discussion board by xx/xx/xx

Rebuttals due by xx/xx/xx

Final Verdict will be rendered by xx/xx/xx

Worth 50 points

### **Competencies**

1. Learner could describe the hotel's obligation to protect its guests.
2. Learner can describe how a hotel's duty to exercise reasonable care may not be delegated and cite cases illustrating the reasonable care rule.
3. Learner can describe the hotel's liability when a guest is injured in the hotel's recreational facilities.
4. Learner could explain how the doctrine of respondent superior affects the hotel as an employer.
5. Learner could explain how the hotel might be held liable for injuries a guest receives at the hands of other guests, patrons or third parties.

### **Reading Assignments**

Court Case.htm ( 7283 Bytes )

Read chapter 10 pages 111-126.

Read the attachment file entitled "Court Case"

### **Homework Assignments**

- The class will need to divide up into groups to complete this assignment
- 1/2 the Class will be the Defendants working for the Ron Ric Motel
- 1/2 the Class will be the Plaintiffs working for Susan.
- The instructor will be the judge/jury.
- Each side will try and make a case based on facts, evidence and law to have a favorable verdict.
- Each group will post their case in the discussion area. Each group will then have a chance to respond to the claims made by the opposing side.
- The judge will then render the verdict.

## **CHAPTERS 11 & 12**

### **Due Date/Points**

xx/xx/xx Worth 40 points

### **Competencies for both chapter 11 & 12.**

#### **Chapter 11 & 12 Competencies**

1. Learner can describe a hotel's liability for loss of a non-guest's property under the theory of bailment.
2. Learner can distinguish between actual custody and constructive custody of property, and describe a hotel's liability for a restaurant patron's property.
3. Learner can explain a hotel's defenses to liability claims.
4. Learner can state the common law rule regarding a hotel's liability for loss of the guest's property.

#### *Key Concepts:*

5. Learner can identify the steps a hotel must take to limit its liability for loss of guests' property and cite cases illustrating a hotel's liability for guests' property.
6. Learner can describe a hotel's liability with regard to unclaimed property.
7. Learner can summarize a hotel's liability for handling guest's mail.
8. Learner can describe the common law doctrine of infra hospitium.

### **Reading Assignment**

Read Chapters 11 & 12 on pages 161-174 and 181-188 respectively.

### **Homework Assignment**

Complete review questions on pages 173/174 for chapter 11 and review questions on page 184 for chapter 12. Submit in WORD format via attachment to instructor's

e-mail address. Answers for each chapter are worth 10 points.

### **Discussion Thread**

- Read the Case study titled "Fennema v Howard Johnson Co. on pages 177-179 and discuss the following topics among your classmates.
- Are you obligated to tell hotel guests about a theft problem even if they do not ask about it?
- Was the court decision to side with Fennema justified?
- Why or why not?
- What problems do you see in telling hotel guests that there have been thefts and robbers in the area?
- (Worth 10 points for your responses and another 10 points for responding to at least one classmates opinions.)

## **CHAPTERS 13 & 14**

### **Due Date/Points**

Due xx/xx/xx Worth 40 points.

### **Competencies for chapters 13 & 14.**

1. Learner can explain what a hotel must do to limit liability for loss of guest valuables according to state statutes. (p. 191)
2. Learner can explain the importance of strict compliance with statutory regulations limiting liability for loss of guest valuables. (pp. 191-192)
3. Learner can describe statutory limits on a hotel's liability when the hotel's negligence is alleged as the cause of a loss of guest valuables. (pp. 193-194)
4. Learner can identify types of crimes that are often committed against hotels. (pp. 199-201)
5. Learner can describe how some state statutes may ease the burden of the prosecution in a case involving the defrauding of a hotel. (pp. 199-200)
6. Learner can describe how hotelkeepers can maximize the protection of criminal statutes. (p. 201)
7. Learner can explain why hotelkeepers should be wary of detaining guests they suspect of theft or fraud. (pp. 201-202)
8. Learner can describe what a hotel should do when detaining guests suspected of wrongdoing. (pp. 201-202)

### **Reading Assignment**

Read chapters 13 and 14 on pages 191-194 and 199-203 respectively.

### **Homework Assignment**

Complete the review questions for chapters 13 & 14 on pages 195/196 and 204/205 respectively. Worth 20 points.

### **Discussion Topic**

Please respond to the following statement in the discussion area of the course. (worth 10 points)

Would it be wise for hotels to prosecute theft/fraud and crimes of trespass even in cases involving minor offenses? Why or why not.

Please respond to at least one of your classmates' opinions. (worth 10 points)

## **CHAPTER 19**

### **Due Date/Points**

Due xx/xx/xx Worth 20 points

### **Competencies**

1. Learner can cite those enterprises to which the federal wage and hour law applies. (p. 245).
2. Learner can explain what is covered by the Fair Labor Standards Act (FLSA). (pp. 245-246).  
*Key Concepts:*
  - Federal minimum wage rate is \$5.15 per hour.
  - Hours worked in excess of 40 hours per week must be paid at one and one-half times the regular hourly rate.
3. Learner can describe tip credits allowed by the FLSA. (p. 246).  
*Key Concepts:*
  - FLSA allows a credit toward the hourly minimum wage rate resulting in a lower cash wage per hour for straight time hours
  - Tips cannot be used to reduce the cash amount paid by the employer to less than \$2.13 per hour
  - Only gratuitous tips may be applied toward the tip credit
4. Learner can describe how tips are treated under FICA and FUTA taxes. (pp. 246-248)
5. Learner can describe the U.S. Department of Labor's requirements with regard to meal credit. 6.
6. Learner can describe federal regulations on the cost of maintenance of required uniforms. (p. 7. Learner can describe restrictions under federal law on the employment of students at sub-minimum wage rates. (pp. 249-250)

### **Reading Assignment**

Please read chapter 19 on pages 245-250.

### **Homework Assignment**

Please complete the review questions 1-11 on page 251 and submit in WORD format via attachment to instructor's e-mail address.

Worth 20 points

**CHAPTER 20****Due Date/Points**

Due xx/xx/xx Worth 20 points

**Competencies**

4. Learner can identify which employers are subject to the Family and Medical Leave Act (FMLA), and which employees are eligible for leave and related benefits under the Act. (pp. 259-260)
5. Learner can describe important rules regarding employee leaves under the FMLA. (p. 260)
6. Learner can explain prohibitions for employers, how "serious health condition" is defined, and what a husband and wife who both work for the same employer are entitled to request under the FMLA. (pp. 261-262)
7. Learner can summarize employee responsibilities under the FMLA. (p. 262)
8. Learner can identify two provisions regarding the transfer of employees receiving FMLA leave to alternative positions, and describe the FMLA's position on altering or terminating the employment of employees on FMLA leave. (pp. 262-263)
9. Learner can explain the employer penalties for non-compliance with the FMLA. (p. 263)
10. Learner can describe the FMLA's effect on state laws and union collective bargaining agreements. (p. 263)
11. Learner can summarize FMLA and Department of Labor regulations regarding notification of employees about the FMLA. (p. 264)

**Reading Assignment**

Please read chapter 20 on pages 259-265.

**Homework Assignment**

Please complete review questions 1-14 for chapter 20 on page 266 and submit in WORD format via attachment to instructor's e-mail address.

Worth 20 points

**CHAPTER 21****Due Dates/Points**

Due xx/xx/xx Worth 20 points

**Competencies**

4. Learner can identify which employers are subject to the Family and Medical Leave Act (FMLA), and which employees are eligible for leave and related benefits under the Act. (pp. 259-260)
5. Learner can describe important rules regarding employee leaves under the FMLA. (p. 260)
6. Learner can explain prohibitions for employers, how serious health condition is defined, and what a husband and wife who both work for the same employer are entitled to request under the FMLA. (pp. 261-262)
7. Learner can summarize employee responsibilities under the FMLA. (p. 262)
8. Learner can identify two provisions regarding the transfer of employees receiving FMLA leave to alternative positions, and describe the FMLA's position on altering or terminating the employment of employees on FMLA leave. (pp. 262-263)
9. Learner can explain the employer penalties for non-compliance with the FMLA. (p. 263)
10. Learner can describe the FMLA's effect on state laws and union collective bargaining agreements. (p. 263)
11. Learner can summarize FMLA and Department of Labor regulations regarding notification of employees about the FMLA. (p. 264)

**Reading Assignment**

Read chapter 21 on pages 269-284.

**Homework Assignment**

Complete review questions 1-16 on page 286 and submit in WORD format via attachment to instructor's e-mail address.

**CHAPTER 23****Due Date/Points**

Due xx/xx/xx

Worth 30 points.

**Competencies**

1. Learner can identify the principal functions of the National Labor Relations Board. (pp. 321-322)
2. Learner can describe the rights of employees as they relate to unions. (p. 322)
3. Learner can distinguish between representation elections, decertification elections, and deauthorization elections. (pp. 322-323)
4. Learner can provide examples of unfair labor practices forbidden by the National Labor Relations Act. (pp. 323-324)
5. Learner can explain how unfair labor practice cases are processed by the NLRB. (pp. 324-325)
6. Learner can define right-to-work laws. (p. 325)

**Reading Assignment**

Please read chapter 23 on pages 321-326.

**Homework Assignment**

Please complete review questions 1-13 on page 326 and submit in WORD format via attachment to your instructor's e-mail.

Worth 20 points.

**Discussion Topic**

Click on this web site <http://www.nlr.gov>

In the discussion section, report on what information was useful to you or new to you.

Worth 10 points.

## **CHAPTER 30 & 34**

### **Due Date/Points**

Due Date is April 25<sup>th</sup>, 2002.  
Worth 40 points.

### **Competencies**

Please open this folder to read the competencies for chapters 30 & 34.

### **Competencies for chapters 30 & 34**

1. Learner can describe every employer's duty regarding a place of employment as mandated by OSHA. (p. 389)
2. Learner can list OSHA's major functions, state OSHA's jurisdiction, and cite examples of safety and health standards set forth by OSHA. (pp. 389-390)
3. Learner can explain OSHA reporting and record keeping requirements. (pp. 390-392)
4. Learner can describe the OSHA posting requirements. (p. 392)
5. Learner can explain employers and employee's rights and remedies with regard to OSHA inspections. (pp. 392-395)
6. Learner can describe state workplace safety and health programs under OSHA. Summarize OSHA regulations on blood borne pathogens. Review medical emergency procedures. (pp. 395-398)
7. Learner can list and describe the primary requirements of the OSHA Hazard Communication Standard. (pp. 398-400)
8. Learner can describe the Occupational Safety and Health Administration regulations on fire brigades. (pp. 425-426)
9. Learner can identify fire equipment standards promulgated by OSHA. (pp. 426-429)
10. Learner can distinguish between Class A, B, and C fires. (p. 427)
11. *Key Concepts:*  
Learner can cite some recent examples of state and local fire legislation. (pp. 429-431)
12. Learner can describe pending federal legislation regarding fire safety, and give examples of major hotel fires that occurred in the 1980s. (pp. 431-433)
13. Learner can describe penalties for non-compliance with fire codes. (pp. 433-434)
14. Learner can summarize some private sector sources of fire safety information. (pp. 434-435)

### **Reading Assignment**

Please read chapters 30 & 34 on pages 389-401 and 425-436 respectively.

**Homework Assignment**

Please complete the review questions for chapters 30 & 34 on pages 402 & 436/437 respectively.

Submit the questions in WORD format via attachment to instructor's e-mail address.

Worth 20 points.

**Discussion Topic**

Click on the web site: <http://www.osha.gov> and report in the discussion section of the course what information you learned about visiting that site.

Worth 20 points

**CHAPTER 36****Due Date/Points**

Due xx/xx/xx

Worth 20 points.

**Competencies**

1. Learner can distinguish between express warranties and implied warranties, and summarize Uniform Commercial Code (UCC) express warranty requirements. (pp. 449-451)
2. Learner can list the factors considered in an implied warranty of merchantability. (pp. 451-452)
3. Learner can explain implied warranty of fitness for a particular purpose. (pp. 452-454)
4. Learner can describe how warranties can be disclaimed. (pp. 454-456)
5. Learner can summarize UCC rules on warranties of title. (pp. 456-457)
6. Learner can explain the Consumer Product Safety Act, and give examples of Consumer Product Safety Commission regulations. (pp. 457-458)
7. Learner can summarize basic standards of responsibility for manufacturers and non-manufacturer product sellers under the proposed Uniform Product Liability Act. (pp. 458-459)
8. Learner can describe state laws on product liability. (pp. 459-461)

**Reading Assignment**

Please read chapter 36 on pages 449-461.

**Homework Assignment**

Please complete review questions 1-5 on page 462.

Submit in WORD format via attachment to instructor's e-mail address.

Worth 20 points.

## **CHAPTER 39**

### **Due Date/Points**

Due xx/xx/xx

Worth 30 points

### **Competencies**

Please open this folder to read the competencies for chapter 39.

### **Competencies for Chapter 39**

1. Learner can describe privacy on the Internet, and explain the Federal Trade Commission's concerns with privacy on the Internet. (pp. 493-494)
2. Learner can identify the antitrust concerns with respect to the Internet. (pp. 494-495)
3. Learner can summarize the Internet's effect on music copyright concerns. (pp. 495-496)
4. Learner can explain how employees use the web, and the importance of an Internet use policy for employees. (p. 496)

### **Reading Assignment**

Please read chapter 39 on pages 493-496.

### **Homework Assignment**

Please complete review questions 1-5 for chapter 39 on page 497. Submit in WORD format via attachment to your instructor's e-mail address.

Worth 20 points.

### **Discussion Topic**

All semester you have read, responded and sent information via the internet to your classmates and instructor. Throughout the entire semester, did you have any concerns about the security of that information? Why or why not?

Please post your comments in the discussion section of the course.

Worth 10 points

### **Certification Exam**

Click on this folder to learn more about the certification exam for this course.

### **Certification Exam**

The certification exam for this course is a cumulative exam that is approximately 80 questions including T/F and multiple choice. Each textbook has a certification scan-tron sheet that is to be used for the exam. You will not be able to take the certification exam without the scan-tron sheet. The exam can be administered in two ways. The first way is to have it mailed to you and you have to complete it and mail it back within a specified period of time. The second way is to actually come to the Milwaukee campus and take the exam. You would then turn it in when it is completed. In both cases, you are allowed to use your book and the final exam does not count in determining your grade for the course. The certificate you can earn can be placed on your resume and discussed in job interviews.

Whatever method you choose to take the exam, the instructor has to be informed no later than (List Date) If you have any questions, please contact your instructor.

## LAW PROJECT

### List Due Date

Research a Law Case or Legal brief involving a hospitality-related subject that interests you. Choose a case that is in depth and gives many details. This may involve going to the Milwaukee Public Library and the Law Library at City Hall to complete researching the case data. If you do not live in Milwaukee, please go to your public library for information regarding law case information. Please submit your paper via e-mail Word, attachment. You will also be required to submit your paper for viewing in the discussion section of this course so other students can read and comment on them. The paper is worth 200 points and is evaluated using the following criteria.

#### Point Value Need to achieve to receive all points

- 10 points Typed paper, with a minimum of 3 pages, D.S., 1" margins, 10 or 12 font size.
- 10 points Cover page including your name, title of case, court/case document
- 20 points Summarize the case study/legal brief and explain the case premise.
- 20 points Cite the principles of law that were alleged to be broken.
- 20 points Explain what you would have done differently in the case for the plaintiff.
- 20 points Explain what you would have done differently in the case for the defendant.
- 20 points What consequences were there for the plaintiff?
- 20 points What consequences were there for the defendants?
- 10 points Explain whether you agree or disagree with the verdict in the case.
- 20 points Grammar and spelling is accurate.
- 20 points Overall flow of thoughts and analysis.
- 10 points Typed bibliography page, citing references used. (in addition to the 3 page min.)

## Appendix C

### MATC WEB-SITE LINKS

- MATC Milwaukee  
[www.matc.edu](http://www.matc.edu)
- MATC Schedule  
<http://online.matc.edu/schedule>
- Blackboard Instructions  
<http://online.matc.edu/schedule/blackboard.htm>
- Problem Solving  
<http://online.matc.edu/schedule/blackboard.htm>
- Help for Blackboard  
<http://resources.blackboard.com/scholar/general/main.jsp>
- Library  
[www.matc.edu/featur/libr/blackboard1.htm](http://www.matc.edu/featur/libr/blackboard1.htm)