

HOSPITALITY

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HOSPITALITY

STATEMENT OF PURPOSE

The Hospitality and Tourism industry is the largest employer globally. Hospitality education programs offer opportunities to gain knowledge of diverse careers within the industry. The hospitality field provides specialization and employment in a variety of careers in the management of: Food and Beverage, Housekeeping, Front Office, Event Planning, Travel and Tourism, Convention Services, Resorts, Clubs, Sales Marketing, Loss Prevention, Gaming, Cruise Lines, Spas, and Human Resources.

Hospitality education in California community colleges provides education and training that leads to associate degrees, certification, or transfer to upper division institutions.

Hospitality programs are designed to educate students on current trends to help meet industry expectations, thereby enhancing employability.

Goals

- Provide a Hospitality curriculum to prepare and challenge students for employment.
- Provide sequential articulated core courses to facilitate student transfer from and to other educational institutions.
- Promote the integration and cooperation of all 1300 TOP Code programs.
- Promote and model the development of soft skills for success in the workplace. Provide experiences which are consistent with current industry trends.
- Provide lifelong learning for career advancement.
- Provide an environment which promotes critical thinking, creativity and understanding of social, organizational, and technological systems.
- Enhance the partnership between Hospitality programs and the business community incorporating on-site education and resource sharing.

CAREER OPPORTUNITIES

Career Paths

Students studying Hospitality at California community colleges can proceed on a career path to various levels of employment and skill development. Although the entry level (Level I) may enable a student to be employed, it is strongly recommended that the student complete an associate degree. The following is a partial list of potential employment opportunities.

Entry Level (Level I) - The entry level provides students with a general knowledge in Hospitality and Customer Service.

Opportunities:

- Banquet Server
- Banquet Houseman, Shipping and Receiving Agent
- Cashier
- Catering Administrative Assistant
- Customer Service Operator (PBX)
- Dining Room Attendant
- Food Servers
- Guest Service Agent
 - Concierge
 - Front Desk
 - Door Person
 - Valet/Parking Attendant
- Attendants
- Host/Hostess
- In-Room Dining Server
- Recreational Attendant
- Reservations
- Room Attendants

Certificate (Level I) - The certificate level provides students with the minimal basic skills and knowledge leading to increased employment opportunities in the Hospitality industry. The number of units will vary according to individual college program requirements. Students are highly encouraged to gain relevant industry experience while completing their education.

Opportunities:

- Adventure Guide/Tour Director
- Banquet Manager
- Bartender

Catering Manager
Events Manager
Front Desk Supervisor
Housekeeping Supervisor
Independent Caterer
In-Room Dining Supervisor
Line Cook
Restaurant Supervisor
Sales and Marketing Admin

Associate Level (Level II) - The AA/AS Degree provides students with the option for a career or the requisite foundation for transfer to a four-year college or university. Students are highly encouraged to gain relevant industry experience while completing their education.

Opportunities:

Accounts Payable and Receivable
Assistant Front Office Manager
Assistant Housekeeping Manager
Casino/Gaming
Dealers
Customer Service Supervisor
Floor Supervisor
Pit Supervisor
Surveillance Supervisor
Catering Functions Manager
Catering Sales Manager
Convention Services Manager
Dining Room Manager
Entertainment/Event Planner
Events Manager
Executive Administrative Assistant
Flight Kitchen Manager
Food and Beverage Controller
Foodservice Manager
General Cashier
Hotel Sales Manager
Human Resource Manager
Human Resource Trainers
Industrial Cafeteria Manager
Night Club Manager
Quality Assurance Manager
Recreation Manager
Reservation Manager

Restaurant Manager
Restaurant Sales Manager
Room Service Manager
Stewarding Manager
Tourism Sales Manager
Travel Planner

Instructor:
Secondary Education, ROC/Ps
Community Colleges

Professional: BA/BS (Level III) or Advanced Degree (Level IV)-
Advanced courses and other professional level work leading to a BA/BS or an advanced degree at four-year colleges or universities or training institutes; provides students with qualifications for professional employment.

Opportunities:

Corporate Vice President
Director of Catering/Convention Services
Director of Front Office
Director of Housekeeping
Director of Human Resources
Director of Revenue Management
Director of Sales
Food and Beverage Director
General Manager
International Marketing Manager
Purchasing Director
Rooms Division Manager
Tourism Director

Teaching:
Undergraduate
Extension
Commercial Companies - food, products and equipment

Note: Refer to the Dictionary of Occupational Titles (DOT)/O*NET OnLine at online.onetcenter.org or consult your campus career information center for additional job titles and information.

Future Outlook

All segments of the hospitality industry are in need of highly skilled and effective service-oriented employees. The wide range of career opportunities in service and

management are almost limitless with transferable skills to many related fields. Lodging, travel, catering, event planning and recreation attractions are only a small group of career possibilities with many subgroups for each area that are available in the Hospitality industry.

Future positions cover a wide scope from the senior/assisted living care setting to business and industry. The level of expertise required will dictate education and training for such positions, by necessity. Professionals need to be versatile. Future positions will be multi-dimensional often calling for job sharing, cross training and familiarity with cultural variations and languages. Future issues facing our industry will include environmental green initiatives, addressing aging populations, technological advances, and increasing demand for familiarity with global cultures and languages. Due to conservation of fuel, travel and tourism focus may become more localized. Menu labeling regarding nutritional requirements will become required statewide and nationally enforced.

The Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet.

- Projections for Occupations
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training <http://www.labormarketinfo.edd.ca.gov/?pageid=112>

CURRICULUM: PROGRAMS AND COURSES

Programs

The Hospitality Program is designed to provide students with the basic skills, abilities, and knowledge necessary to prepare them for various positions in lodging, food service operations, gaming, cruise lines, clubs, educational institutions, resorts, recreation companies and the travel industry.

Completion of core courses may vary from campus to campus.

Course Classifications

TOP Classification: TOP (Taxonomy of Programs) Code classifications for Hospitality are:

1307.00 – Hospitality

Organization and administration of hospitality services, management, and training of personnel, including restaurant and food service management, hotel/motel or resort management, and convention and special events planning. Includes combined hotel/restaurant management programs.

1307.10 – Restaurant and Food Services and Management

Management and supervision of food and beverage service operations. Includes server and bartender training.

1307.20 – Lodging Management

Preparation to manage places of lodging such as hotels, motels and inns. Includes supplies purchasing and control, facilities design and planning, hospitality law, personnel and financial management, marketing, events management, and front desk operations.

1307.30 – Resort and Club Management

Preparation to plan, manage, and market comprehensive vacation facilities, golf courses, casinos, time-share resorts and the like.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty need to take the *Curriculum: Programs and Courses* and the *Course Description, Core Components and Student Learning Outcomes* sections and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:

- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer
- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: http://misweb.cccco.edu/voc_ed/vtea/vtea.htm and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>.

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all Hospitality program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable

Soft Skills: Besides technical and academic skills, employers demand personal self-developed skills that transfer from one workplace setting to another. The number one quality that employers want is communication skills, both written and verbal, particularly in interpersonal settings such as presentations, interviews, telephone conversations and electronic communication. Other priorities include critical thinking and judgment, a strong work ethic, initiative, and problem solving skills. Employers report that the way to have an edge in the competitive job market is to be dependable, resourceful, use ethical practices and to demonstrate a positive attitude. Finally, interpersonal skills such as teamwork and negotiation skills, and emotional intelligence play important roles in job retention and promotion.

Research suggests that most career success is attributable to soft skills. Curriculum must be planned to include information and assignments that develop these skills and evaluation systems that will measure the students' success/mastery of them. The Life Management course includes assignments aimed at developing these skills and research proves that students positively change their habits upon taking the course. Therefore, by including this course in every program, a college can facilitate the attainment of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of "sufficient size and scope," to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and persistence.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical experiences. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the acquisition of career technical and academic competencies, certifying a career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, Hospitality faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within career technical programs

Work Experience/Internship/Field Studies: Students benefit from having work site experiences within their subject area and related to their educational goal. Students are encouraged to participate in supervised/monitored field experience and travel study courses to gain a deeper understanding of the relationships between classroom and practical application.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCs and Career Pathway agreements expand, it is critical that Hospitality courses clearly state Student Learning Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Equal Access and Learning Success: Hospitality programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented such as academically and economically disadvantaged, limited English proficient, culturally diverse, students with disabilities, and those who select gender imbalanced programs.

Faculty need to work cooperatively with college student support programs/services. These include GAIN, EOPS, CARE, Reentry Centers, ESL, Cal WORKS, and Work Source Center. In-service training is critical to allow faculty to learn strategies which complement individual student success in learning. Collaborative assignments, multimedia presentations,

self paced learning, module learning are just a few of teaching modalities which are important in today's classroom. Recruitment and marketing materials should also address these issues.

COURSE DESCRIPTION, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES

Course descriptions and core components delineate the content of the courses identified in the programs. In acknowledgment of the depth and breadth of expertise in the area Hospitality and Tourism, the implementation of these collaborative approaches is intended to enhance existing courses rather than supplement them. Core components may reflect individual instructors' and institutional needs. Student learning outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion.

Cost Control

Basic cost control principles as they relate to the hospitality industry, including the use of accounting techniques to analyze food and labor costs, budget, menu engineering, sales accountability, business operations, sales revenue, and financial analysis.

Core Components

Inventory control procedures
Purchasing controls
Receiving controls
Production controls
Revenue controls
Breakeven points
Food & Beverage cost percentages
Labor cost percentages
Prime costs
Variable costs
Fixed Costs

Student Learning Outcomes:

- Develop cost control standards for the following areas: purchasing, receiving, storage, issuing, production, and labor
- Accurately calculate cost percentages including: rooms, food & beverage, labor, variable and fixed costs
- Apply break-even analysis and cost-volume analysis to forecast operational costs and desired profits

- Utilize menu engineering to determine the popularity and profitability of menu items
- Assess operational performance based on established standards and apply corrective action

Dining Room Services

Introduction to basic components of dining room operations. This includes customer service, sequence of service, upselling techniques, food presentation, table presentation, effective communication between dining room and kitchen.

Core Components

Service attitude - the customer as "guest"
 Interpersonal skills and relations with customers, co-workers, and management
 Developing team concepts
 Empowering of dining room services staff
 Preparation, placement and coordination of guest orders for timely delivery and presentation
 Sanitation and personal hygiene
 Menu terminology and upselling
 Communication skills and conflict resolution
 Cash handling and accounting procedures, calculating menu costs
 Physical inventory, and par levels
 Point of Sale technology

Student Learning Outcomes:

- Differentiate between the various styles of service including: American (Pre-plated), English (Family), Russian (Platter), French (Gueridon)
- Apply food safety and sanitation practices within a food service establishment
- Demonstrate effective communication skills with internal and external customers
- Discuss the requirements and liability issues related to the service of alcoholic beverages
- Develop a menu based on researched demographical studies, cost control methodology, and merchandising techniques

Hospitality Accounting

Basic accounting principles as they relate to the hospitality industry, including the use of accounting techniques to analyze food and labor costs, business operations, revenues, financial statements and analysis.

Core Components

Accounting Procedures

use of uniform hotel accounting standards
use of uniform Food & Beverage accounting standards
standardized debit & credit procedures
revenue centers
cost centers

Auditing

Night audit
Methods of depreciation

Student Learning Outcomes:

- Define basic accounting concepts and procedures associated with lodging and food and beverage
- Analyze business transactions from source documents
- Record transactions in a general journal
- Complete the accounting cycle from source documents
- Prepare Profit and Loss statements

Hospitality Customer Service

This course is designed to provide the student with understanding and knowledge of meeting the needs of customers in a service economy. Emphasis will be placed on meeting specific skills and abilities critical to providing excellent customer service. Topics will also include communicating with customers, developing a positive attitude, conflict resolution, and sales skills.

Core Components

Service skills

communication
conflict resolution
delivery systems
suggested selling
anticipating guest needs
procedural awareness
employee empowerment
guest feedback rating

Ethics
Computer support

Student Learning Outcomes:

- Define customer service
- Utilize positive verbal communication and recognize its importance to customer service
- Recognize behavioral styles and roles in customer service
- Demonstrate problem-solving approach in handling difficult customer situations
- Select strategies to enhance customer loyalty

Hospitality Human Resource Management

This course includes principles of managing employees including selection, evaluation and training of personnel. Other HR responsibilities include employee relations, legal issues, labor relations, employee benefits, management support, and employee recognition programs.

Core Components

Responsibilities of the supervisor
Goals, objectives and budgets of various operations
Personnel recruitment, selection and management
Management functions and theories
Cost-control components and budget guidelines
Computer usage
Professional associations
Employee training and evaluations
Techniques of communication and effective listening
Sensitivity to diverse populations
Concept of authority and leadership
Theory of motivation job descriptions using performance standards
Employee discipline and documentation

Student Learning Outcomes:

- Define the role of HR and related departmental responsibilities with regards to staffing, employee relations, legal issues, training, employee compensation, and employee turnover
- Demonstrate leadership and consistent behavior when making employee related decisions
- Define the role of mentoring, and challenging employees for continued career development and personal growth through cross-training and continued improvement processes

- Examine motivation and empowerment as key factors in avoiding a complacent workforce

Hospitality Marketing

Provides an overview of industry specific marketing avenues, tools, and methods with an emphasis on current and emerging consumer behavior, advertising, promotions, data base cultivation/utilization, and electronic distribution channels.

Core Components

Marketing strategies
 Feasibility studies
 Market segmentation
 Trends in consumer behavior
 Promotional media
 Collateral design

Student Learning Outcomes:

- Describe marketing strategies used by various hospitality operations
- Illustrate how feasibility studies are used to achieve marketing goals
- Discuss how consumer behavior and trends are researched and how the industry uses the data gathered in marketing
- Demonstrate how marketing can be incorporated in menu design and product or service development
- Develop a sample marketing plan for a hospitality operation which includes the 4 P's of Marketing

Hospitality Supervision

Designed to better prepare employees for a supervisory/management role. This class covers skill development in leadership, hiring process, motivation, mentorship, coaching and counseling, retention, and professional development.

Core Components

Leadership qualities and theories
 Motivation
 Productivity
 Delegation
 Coaching and counseling
 Effective communication
 Orientation and training
 Employee evaluation

Diversity training
Accountability

Student Learning Outcomes:

- Identify the main duties and responsibilities of a supervisor
- Explain the hiring process and dramatize an actual interview from the perspective of a supervisor
- Forecast business volume using methods such as: historical data, base adjustment, and moving average
- Determine staffing and scheduling based on business volume and predetermine productivity standards
- Demonstrate techniques used when coaching, counseling, evaluating, and disciplining employees

Hotel Front Office Procedures

Present an overview of front office activities, and its role in delivering high quality service, and the guest cycle experience.

Core Components

Check in and check out procedures
Guest reservations
PBX & Internet applications
Folio maintenance
Property Management Systems (PMS)
Effective communication and follow-up
Guest accounting
Guest security
Ethics
Department communication
Concierge services
Uniformed services
Guest mail
Emergency procedures

Student Learning Outcomes:

- List FO responsibilities and related tasks with regards to guest reservations, guest services, guest accounting and data management
- Evaluate revenue management and the impact of hotel occupancy and room rates
- Differentiate between customer service and customer satisfaction with regards to guest feedback

- Evaluate a Property Management System and all of its capabilities in providing valuable guest information, i.e. guest history and establishing frequent guest programs
- Determine the role FO plays in overall hotel operations and guest perception

Hotel Housekeeping Management

Hotel Housekeeping Management is designed to acquaint the student with housekeeping duties as they pertain to lodging in guest rooms and public space. Emphasis is placed on property care, labor needs, safety and equipment, inventory control, and laundry.

Core Components

Preventative maintenance

FF and E (Furniture, Fixtures, and Equipment)

wear

cleaning

repair

Use of industrial chemicals

safety

procedures

MSDS (Material Safety Data Sheets)

sanitation

Standard room procedures

Labor needs & scheduling

Ethics

Departmental communication

Student Learning Outcomes:

- Practice facility care and cleaning
- Demonstrate adequate guestroom and property inspections
- Create employee recognition programs
- Develop a safety and injury prevention program
- Examine managerial issues relating to a diverse workforce and ESL

Introduction to Hospitality

This course includes an exploration of all aspects of the multifaceted hospitality industry including trends, future projection and employment opportunities.

Core Components

Lodging, cruise, gaming, food service, convention meetings,
travel and tourism, resort management, club management,
theme parks and attractions

Assessment of self-potential and matching with specific jobs

Employability characteristics

Skill standards

Globalization

Future trends and issues

Student Learning Outcomes:

- Examine different hospitality industries, i.e. airline, cruise, lodging, amusement parks/attractions, gaming, food service, conventions/meetings
- Define the unique terms and language of the hospitality industry
- Describe the early historical development of each industry
- Explain branding and franchising
- Research the challenges and issues facing the industry

Introduction to Travel Planning/Operations

This course includes introductory planning, operations and packaging of tours/itineraries for a “group travel” business.

Core Components

Itineraries: designing with themes

Amenities/attractions

Special affinity groups

Transportation/routing/ground services

Contracting/packaging/costing/pricing

Due diligence/liability/insurance

Releases & waivers

Bookings/deposits/reservations, itineraries

Promotional materials/shells/target marketing

Permits and access to sites

Finding reputable operators

Student Learning Outcomes:

- Identify key success factors in travel planning – including good partnerships, clear objectives, client/organizational motivation, senior management involvement, budget issues, continuity and monitoring
- Identify the benefits of travel plans for individuals and organizations
- Define what constitutes a travel plan and analyze the fundamental issues relating to the management of the travel plan process

- Explain the environmental, social and economic impacts of transportation

Introduction to Travel and Tourism

This course offers an introductory survey of the history, organization, problems, opportunities, and future trends within the Tourism Industry. Analysis of the linkages between the accommodations, food service, transportation, recreation/attractions, and the other four sectors of the hospitality/tourism/recreation “mega-industry” are covered.

Core Components

History of world travel
 Consumer typologies
 Motivations for travel
 Suppliers/intermediary functions
 Destination management/promotion
 Industry trade groups/reference materials
 Resort development/lifecycle
 Economic, socio-political, environmental impacts
 Transportation (air/cruise/ground services)
 Lodging industry
 Food service/hospitality
 Attractions/recreation
 Business travel/incentive travel
 Meeting/conference and event planning
 Specialty travel markets/groups (e.g. adventure/ecotourism)
 Future trends
 Customer service for hospitality/tourism

Student Learning Outcomes:

- Discuss the history of tourism and its evolution
- Differentiate between domestic and international tourism
- Analyze the economic, social, and environmental impacts of tourism
- Identify components of tourism marketing mix and the role of Convention & Visitors Bureaus
- Research current tourism trends and report their influences on the industry

Legal Aspects of the Hospitality Industry

This course deals with laws as they relate to the hospitality industry. It presents an overview, which includes legal aspects of management, employment and guest issues. The goal of this course is to train managers to anticipate possible legal problems, to deal with them and to prevent their recurrence.

Core Components

History of contemporary law
Legal research and the trial procedure
Employment and labor laws
Licensing and regulation
Relationship between guest and patron
Rights of the hotel keeper and restaurateur
Liabilities and rights
 Civil rights as they impact hotels, restaurants and other
 service industries
 Responsibility for guests' loss of property
 Obligation for guests' safety
 Americans with Disabilities Act
Emerging areas of concern for the hospitality industry

Student Learning Outcomes:

- Describe rules regarding the rights and liabilities of innkeepers under the common law system
- Identify employment laws affecting the hospitality industry
- Describe the hotel's obligation to guests
- Identify restrictions placed on operations licensed to sell alcohol for on-premises consumption
- Identify laws regarding food served in restaurant, food service establishments and bars

Meeting and Convention Management

Identifies the scope and various segments of the meetings market (including but not limited to corporate meetings, conferences, trade shows/exhibitions, and public/consumer shows). Explains what is required to meet the unique needs of each segment. This class covers the booking patterns, venue/facility types, process of site selection, servicing idiosyncrasies, and interdepartmental dependencies.

Core Components

Site recognition
Coordination with travel planning
Communication
Time management
Catering coordination
Client needs
Documentation
Legal aspects
Local & state laws

Understanding media & technology needs
Agenda coordination
Traffic flow
Accommodating special requests
Ethics

Student Learning Outcomes:

- Create a BEO (Banquet Event Order)
- Create a group resume
- Design effective floor plans
- Define the role of servicing the meeting planner and anticipating customer needs
- Demonstrate effective problem solving skills through case studies and role playing

Menu Planning

Identify the principles outlining menu planning and development as related to specific food service operations. Emphasis is on design, pricing for profit, and nutritional concerns.

Core Components

Menu development
 Appearance
 Format
 Promotion
Truth-in-menu guidelines
Seasonality
Determining selling price
Nutritional considerations of food choices
Plan a variety of menus i.e. a la carte, cycle, holiday, banquet
Computer applications
Menu as a management technique
Non-commercial foodservice operations
Commercial foodservice operations

Student Learning Outcomes:

- List basic menu planning principles
- Identify principles of menu layout and design
- Create menu item descriptions following established truth-in-menu guidelines
- Apply principles of nutrition to menu development
- Determine menu prices utilizing proper cost controls

Purchasing and Control

This course encompasses hospitality techniques for purchasing food, beverages, equipment and supplies used in hotels and restaurants.

Core Components

Ethical practices
Quality specifications
Purchasing methods
Receiving and storage practices
Technology
Cost and inventory control
Safety and sanitation
Payment practices
Security systems
Vendors and suppliers

Student Learning Outcomes:

- Identify the techniques used to establish and monitor labor cost standards
- Develop accurate projections and records of sales volume
- Identify the techniques and methods used to effectively plan for buying, receiving, and storing products
- Identify the use of sales forecasts to develop product inventory levels
- Analyze the methods used to issue and produce food and beverage products as well as arrive at their cost of production

Tourism Impact and Planning

This course explores social, political, economic, and environmental impact of the tourism industry. Introduction to local/community assessment and planning approaches, with attention to codes of ethical business practice and sustainability in operations and product development.

Core Components

Costs/Benefits of tourism as an economic sector
Practices of sustainability
Economic multipliers
Mediation strategies for negative impacts
Community economic development/job generation
Topics in anthropology/theology/sociology of tourism

Inventorying regional attractions and monitoring their use
Environmental/resource consumption, conservation &
management
Career tracks (research: planning/policy/
geography/economics...)

Student Learning Outcomes:

- Define perishability and the economic factors that influence tourism, i.e. currency exchange rates, taxes, economies, business cycles and competitive forces
- Explain sustainability and its application to tourism, i.e. tourism effects on communities
- Review the impact of external threats on tourism
- Explain why governments are a major stakeholder in travel and tourism
- Examine the positive and negative social and cultural impacts of tourism and the impact large numbers of tourists can have on both small and large communities

Work Experience/Internship:

Supervised on-the-job voluntary or paid learning experience involving responsibilities for students employed in a job related to their major.

Core Components

Practical applications associated with work issues under supervision
On-site experiences with evaluation of performance
Job search
Job experience in foodservice
Job related objectives
Resumé writing
Preparing for the interview
Mentoring/shadowing
Problem solving
Cross cultural experiences

Student Learning Outcomes:

- Locate current job openings (which the student qualifies for) within the hospitality industry using multiple career placement options including: Internet, print media, career centers, direct applications
- Prepare a resume tailored toward the position identified
- Conduct a thorough company research in preparation for a job interview

- Develop in conjunction with an employer a minimum of three measurable job related goals the student wishes to accomplish during their internship period
- Complete a work experience report at the end of the internship period that describes the skills and knowledge attained from the internship and discusses the success and challenges faced

World Geography for Travel and Tourism

This course covers the geographic and cultural characteristics of significant travel destinations. Geography site-identification orientation, including an emphasis on competitive advantages vs. disadvantages of various countries.

Core Components

Entrance requirements/documentation/inoculations
 Ports of entry/airport locations
 Air carrier service/routing
 Major attractions/itineraries
 World Heritage sites (UNESCO)
 Cultural etiquette/protocols
 Weather/seasons/health conditions
 Global time zones/calling
 Basic map reading/longitude & latitude
 Security issues/U.S. State Department's travel advisories

Student Learning Outcomes:

- Recognize the geographical foundation of global travel patterns
- Identify tourism potential and evaluate promotion options for a given geographical region
- Describe the different types of tourist destinations and the geographical components of the tourism system
- Identify the world's climatic zones and their significance for tourism

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards

Dedicated, enthusiastic and innovative faculty is the major resource of Hospitality education. They must provide the education and guidance for students and direction of programs to meet the challenge of this fast-paced, changing profession.

Hospitality faculty must meet hiring requirements (AB 1725) for community colleges as established by the State of California. Hiring of faculty must follow the Chancellor's

Office, California Community Colleges guidelines. A bachelor's degree in Hospitality Management or a closely related major and field experience of two years or an associate degree and six years of experience are the minimum qualifications for full-time positions in these programs as identified in the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document. A masters degree in Hospitality Management or closely related major also meets the minimum requirements. Evaluation of faculty should be done on a regular basis, no less than biennially.

Close working relationships between faculty and counselors, placement and other support staff and the business community enhance the services to Hospitality students on campus.

Faculty is encouraged to participate in staff development and continuing education activities of professional organizations in order to remain current in their fields. These include:

- Attending local, state and national conventions, workshops and in-service training in Family and Consumer Sciences or individual disciplines.
- Participating in continuing education courses or programs to maintain current knowledge or skill, or to learn new or related techniques or skills. Some organizations, e.g. the HSMIAI, Hospitality Sales and Marketing Association International require completion of a minimum number of Continuing Education (C.E.) hours per year to retain registration or certification.
- Retraining within the industry.

Faculty/industry exchanges are encouraged to help link instruction to industry standards and practices. The use of part-time instructors from industry is encouraged in order to keep the curriculum current based on standards developed in AB 1725.

The needs of California's diverse population must be considered in preparation and selection of instructors for these courses and programs.

Program Standards

Many of the programs listed in the Hospitality section relate to organizations which establish curriculum, competencies and accreditation requirements. When designing/developing new programs, these organizations/agencies should be contacted to ensure curriculum reflects the current requirements. Some of these organizations are:

- American Culinary Federation ([ACF](#)) - requires knowledge and competencies for professionals working in Culinary Arts

- Council on Hotel, Restaurant and Institutional Educators ([CHRIE](#)) - maintains a list of qualified programs. New competencies in this area were developed in 1995
- Educational Foundation of the National Restaurant Association ([NRAEF](#))
- Educational Institute of the American Hotel and Lodging Association ([EI-AHLA](#))

Program Review

Colleges and faculty have the obligation to keep programs current and relevant. Many campuses have individual Program Review formats and processes that allow local colleges to assess program strengths and to target areas for improvement. Results can be shared with staff, advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes. Faculty can create SLOs for each course of a Program of Study, as well as for the program as a whole. Then assessment tools and course assignments should be created to measure the effectiveness of the sum total of the course. Research departments can provide invaluable assistance with evaluation, and can work with faculty to make improvements.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*.

Faculty membership and participation in related Nutrition, Foods and Hospitality professional/ trade organizations is encouraged. These include:

AAFCS	American Association of Family & Consumer Sciences
AAFCS-CA	American Association of Family & Consumer Sciences-California Affiliate
ACF	American Culinary Federation
AH&LA	American Hotel and Lodging Association
ASFSA	American School Food Service Association
ASTA	American Society of Travel Agents
ACTE	Association for Career and Technical Education (formerly AVA)
CCCFCS	California Community Colleges Family and Consumer Sciences
CLIA	California Lodging Industry Association

CRA	<u>California Restaurant Association</u>
CTHRC	<u>Canadian Tourism Human Resource Council</u>
CMAA	<u>Club Managers Association of America</u>
CHRIE	<u>Council on Hotel, Restaurant and Institutional Education</u>
HSMIAI	<u>Hospitality Sales and Marketing Association International</u>
IH	<u>Institute of Hospitality</u> (Formerly Hotel and Catering International Management Association)
IAEE	<u>International Association of Exhibitions and Events</u> (Formerly International Association of Exhibition Management)
IAHA	<u>International Association of Hospitality Advisors</u>
TIES	<u>The International Ecotourism Society</u>
IEHA	<u>International Executive Housekeepers Association</u>
IFMA	<u>International Facility Management Association</u>
IFSEA	<u>International Foodservice Executives Association</u>
ISES	<u>International Special Events Society</u>
MPI	<u>Meeting Professionals International</u>
NACE	<u>National Association of Catering Executives</u>
NBTA	<u>National Business Travel Association</u>
NRA	<u>National Restaurant Association</u>
NRAEF	<u>National Restaurant Association Educational Foundation</u>
NTA	<u>National Tour Association</u>
NEWH	<u>Network of Executive Women in Hospitality</u>
NAFEM	<u>North American Association of Food Equipment Manufacturers</u>
PIRT	<u>Partners in Responsible Tourism</u>
PCMA	<u>Professional Convention Management Association</u>
RFP	<u>Roundtable for Food Professionals</u>
SNE	<u>Society for Nutrition Education</u>
TI	<u>The Travel Institute</u> (formerly, The Institute of Certified Travel Agents)
USTA	<u>U.S. Travel Association</u> (formerly, Travel Industry Association of America)

Known professional organizations that offer student chapters include:

- [ACF](#) (Chef apprentice in ACF approved program)
- [AAFCS/CA](#) (Enrollment in Family and Consumer Sciences program)
- [CRA](#) (Enrollment in Hospitality and Foodservice programs)
- [HSMIAI](#) (Hospitality Sales and Marketing Association International)
- [IFSEA](#) (Enrollment in Hospitality and Foodservice programs)
- [NACE](#) (Full-time enrollment in Hospitality, Hotel Management or Catering Program)

Advisory Committee

Advisory committees are imperative for hospitality programs. Advisory committees involve community members, businesses and professionals in developing programs which are based on the real needs of the community and which prepare students for meaningful and productive careers.

Hospitality advisory committees should draw members from a broad spectrum of professionals to include but not be limited to: professors of Hospitality from four and two-year institutions, representatives from secondary schools, state and local placement services, industry, professional organizations, California Department of Health Services, and community leaders. Advisory committee membership should also reflect the ethnic and cultural composition of the community.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend. The committee should reflect the diversity of the community and the hospitality community.

Equipment and Facilities

Courses in the field of hospitality and tourism are taught in lecture, discussion, group activity, laboratory and work experience modes. Therefore, it is imperative that programs have adequate classroom and laboratory facilities with equipment comparable to that used within industry. Facilities, support services and equipment include:

- Lecture classrooms
- Operational college cafeteria or restaurant facility
- Computer lab
- Library with print, video and digital media support
- Learning resource centers
- Consumer and institutional food markets/suppliers
- Food equipment supply establishments
- Foodservice establishments
- Equipment instruction/user manuals, equipment specifications
- Computers
- Industry Software: Catering and Group Sales, Property Management Systems, Point-of-Sale, Customer Relationship Management
- Interactive whiteboards, LCD projectors and other current technological equipment
- WiFi Classrooms

Marketing and Recruitment

Marketing and recruitment of Hospitality can accomplish the following:

- Describe and illustrate the benefits of Hospitality to both traditional and nontraditional student populations
- Promote the contribution of the Hospitality program to members of the college community and other educational institutions including instructional, counseling and support staff

- Increase linkages with community agencies, businesses and organizations in order to expand educational opportunities and the employment potential for Hospitality majors

Techniques for marketing and recruitment include the following:

- Offering "free sample" presentations to classes and organizations
- Developing and distribution of "Career Pathways Program of Study"
- Utilizing student success stories and industry professionals
- Producing fliers and newsletters as linkages with community agencies and their clientele
- Initiating outreach with college faculty, counselors, staff, high schools, community agencies and organizations
- Supporting students by forming and advising student clubs and organizations
- Using distance learning and other media
- Creating web pages
- Participating in local and regional forums
- Writing columns for local printed media

Student Clubs: A student club within Hospitality can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring agency guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings within agencies and businesses.

Placement and Follow-Up

It is the college's responsibility to educate students. That responsibility extends to making certain the education provides job skills necessary in the profession and that transfer courses are articulated with four-year institutions. Approval by accrediting organizations such as ACF is critical so that graduates are eligible for registration or certification.

Hospitality faculty should work closely with the placement services available on individual campuses and should utilize every opportunity to publicize their programs so community employers are aware of potential employees. Faculty should also be aware of articulation agreements between their program and other colleges striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*.

Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results.

Questionnaires or surveys also serve this purpose and can be administered to students upon completion of the program or at a specified time after completion. Data covering job placement and relevancy of program can be collected. The Hospitality instructional staff should cooperate in collecting required reporting data. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relevance of curriculum to job performance skills.

Maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups which are a useful resource for tracking former students and for promoting programs.