



**Alabama
Department of
Postsecondary Education**

Representing the Alabama Community College System

STATEWIDE CAREER/TECHNICAL EDUCATION COURSE ARTICULATION REVIEW DOCUMENT

Articulation Agreement Identifier: CUA 101(2010-1) Identifier is the postsecondary course prefix followed by Plan-of-Instruction version number (e.g.; INT 100 (2007-1)).

Applicable CIP code(s): 12.0503

Postsecondary course program code, number, and title: CUA 101 - Orientation to the Hospitality Profession

Secondary Education course(s) number and title: 500011 - Hospitality and Tourism

Initial Review: February 22, 2011 Annual DPE Review: February 15, 2012

Effective date: **Fall Semester 2011.**

Course Content Analysis (all postsecondary course objectives must be sufficiently addressed in the secondary courses):

Notes:

- 1 Skills and knowledge contained in the postsecondary course objectives must be present in the corresponding secondary objectives for a “match” to occur.**
- 2. Postsecondary and Secondary objectives must reflect similar content and performance levels before the course articulation agreement will be recommended to the TEDAC Oversight Committee.**
- 3. More than one Secondary course may be used in order to articulate to a Postsecondary course.**

Postsecondary Course Objectives	Secondary Course Objectives	TEDAC Comments
<p>MODULE A – OVERVIEW OF THE HOSPITALITY PROFESSION</p> <p>Competency: A1.0 Explain concepts related to the hospitality profession. Performance objective: None Learning Objectives: A1.1.1 Define terms associated with the hospitality profession. A1.1.2 List common areas of the hospitality profession. A1.1.3 Summarize key points in the early development of the hospitality profession. A1.1.4 Describe career opportunities in the hospitality profession. A1.1.5 Describe critical aspects of effective customer service. Competency: A2.0 Comprehend critical knowledge and skills to prepare for employment in the hospitality profession. Performance Objective: None Learning Objectives: A2.1.1 List information commonly found in resumes. A2.1.2 Describe favorable behaviors during a job interview. A2.1.3 Describe appropriate dress standards for an interview. A2.1.4 Differentiate between appropriate and inappropriate questions asked during an interview. A2.1.5 Discuss current issues related to workplace diversity. A2.1.6 Describe techniques to foster positive interpersonal relationships with employees and supervision. Competency: A3.0 Value the impact of various segments of the hospitality profession on society. Performance Objective: None Learning Objective: A3.1.1 Value the impact of various segments of the hospitality profession on society.</p>	<p>Course Title: Hospitality and Tourism Unit 1 - Introduction to Hospitality and Tourism Content Standards:</p> <ol style="list-style-type: none"> Trace the history of the hospitality and tourism industries, including culinary and food services, lodging, travel and tourism, and legal and ethical issues. Apply mathematical, reading, writing, terminology, critical-thinking, decision-making, communication, financial literacy, and problem solving skills to the hospitality and tourism industry. Explain the impact of goal setting, teamwork, and technical skills on careers in the hospitality and tourism industry. <ul style="list-style-type: none"> Recognizing the importance of FCCLA programs to the hospitality and tourism industry Determine technology tools that impact the hospitality and tourism industry. Determine career pathways, entrepreneurial opportunities, and required credentials related to hospitality and tourism. <p>Learning Standards:</p> <ol style="list-style-type: none"> Describe the history of the hospitality industry. Apply core skills to the hospitality industry. Explain the importance of FCCLA events to address goal setting, teamwork, and technical skills in hospitality and tourism. Analyze the impact of societal and technical changes on the hospitality industry. Determine the preparation requirements for various levels of employment in a variety of careers in the hospitality. Industry including goal setting and technical skills. <p>Unit 2 - Recreation, Travel and Tourism Content Standards:</p> <ol style="list-style-type: none"> Compare types of recreation, travel, and tourism activities. 	

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<p>MODULE B – FOOD AND BEVERAGE SERVICES COMPETENCY: B1.0 Describe issues that impact on food and beverage services. Performance Objective: None Learning Objectives: B1.1.1 Describe the impact of food and beverage services upon the economy. B1.1.2 Describe employment opportunities in food and beverage services on various demographic groups. B1.1.3 Describe factors that lead to increased demand for food and beverage service. B1.1.4 Describe critical characteristics of a foodservice operation. B1.1.5 Describe a beverage service operation. B1.1.6 List reasons for patronizing beverage service establishments. B1.1.7 Describe the focus of beverage service establishments. B1.1.8 Discuss various legal issues that impact on food and beverage operations. B1.1.9 Describe criteria for various restaurant classifications. B1.1.10 Describe the relationship between the National Restaurant Association and food and beverage operations.</p> <p>MODULE C – LODGING AND TRAVEL Competency: C1.0 Describe issues that impact on lodging services. Performance Objective: None Learning Objectives: C1.1.1 Describe the impact of lodging establishments on the economy. C1.1.2 Differentiate between various types of lodging</p>	<p>Examples: amusement parks, museums, sporting events, destination vacations, cruises, spas, resorts, tours, attractions, theaters, reunions</p> <p>7. Describe strategies involved in planning various events, including golf tournaments, weddings, and anniversary celebrations.</p> <p>Learning Standards: 1. Compare all types of recreation, travel and tourism activities and how they relate. 2. Explain the role that the hospitality industry plays in the economy. 3. Analyze strategies involved in planning various events. 4. Determine the impact of cultural diversity when planning various events.</p> <p>Unit 3 - Lodging Content Standards: 8. Determine stages in the guest cycle, including pre-arrival, arrival, occupancy, and departure. 9. Identify criteria used for classifying hotel properties. 10. Identify the role of various departments within a lodging facility. Examples: housekeeping, maintenance, landscaping</p> <p>Learning Standards: 1. Analyze the stages of the guest cycle and the technology used throughout the cycle. 2. Determine the criteria used to classify the hotel properties and discuss the three common ways to classify lodging properties. 3. Describe the roles of various departments within a lodging facility.</p> <p>Unit 4 - Restaurants and Food and Beverage Services Content Standards: 11. Organize the back-of-the-house and front-of-the-house of a</p>	

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<p>establishments based on size and scope.</p> <p>C1.1.3 Identify principal characteristics of various types of lodging establishments.</p> <p>C1.1.4 Describe the relationship between lodging and transportation.</p> <p>C1.1.5 Describe various methods to classify commercial lodging establishments.</p> <p>C1.1.6 Explain the function of national organizations that rate commercial lodging establishments.</p> <p>Competency: C2.0 Describe issues that impact on travel and tourism.</p> <p>Performance Objective: None</p> <p>Learning Objectives:</p> <p>C2.1.1 Discuss motivators for travel.</p> <p>C2.1.2 Describe social and economic changes that have led to increased travel.</p> <p>C2.1.3 Identify segments of the travel industry.</p> <p>C2.1.4 Describe the impact of domestic travel.</p> <p>C2.1.5 Describe the impact of international travel.</p> <p>C2.1.6 Describe the impact of current issues on international travel.</p> <p>MODULE D – FUTURE PERSPECTIVES</p> <p>Competency: D1.0 Describe future and emerging trends that impact on the hospitality profession.</p> <p>Performance Objective: None</p> <p>Learning Objectives:</p> <p>D1.1.1 Explain the impact of various social and economic changes on the hospitality industry.</p> <p>D1.1.2 Describe the growth in demand for service products of various segments of the hospitality profession.</p> <p>D1.1.3 Describe the impact of technology on the hospitality industry.</p> <p>D1.1.4 Discuss various issues and trends that impact on</p>	<p>culinary laboratory for function efficiency, time management, and cost.</p> <p>12. Demonstrate operation of food preparation and nonfood commercial equipment, according to Occupational, Safety, and Health Administration (OSHA) standards.</p> <ul style="list-style-type: none"> • Classifying small and large food preparation equipment • Describing the calibration of food preparation equipment • Measuring portions with ladles, cups, spoons, and scales • Analyzing warranties and service agreements for proper maintenance of food preparation equipment • Identifying proper handling, storage, and cleaning of food preparation equipment <p>13. Apply culinary calculations to recipe conversions, including weight and volume, calories and fat grams, and food temperature conversions.</p> <p>14. Demonstrate safety when using various tools in a commercial culinary laboratory. • Comparing knife cuts used in the culinary industry Examples: julienne, batonnet, brunoise, dice, tourne, rondelle, chiffonade</p> <ul style="list-style-type: none"> • Identifying sharpening tools, including stone and steel • Illustrating safe handling and washing techniques for sharpening tools • Selecting proper cutting tools, including knives, mandolins, choppers, and food processors for various tasks • Demonstrating safe knife sharpening skills <p>15. Access factors that affect food quality, including taste, appearance, color, and texture.</p> <p>16. Explain the importance of developing standardized recipes in a food service operation. • Interpreting recipe instructions</p> <ul style="list-style-type: none"> • Analyzing a recipe for spice and seasoning substitutions and adjustments <p>17. Define important dietary terms, including bland, low-fat,</p>	

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<p>hospitality and tourism service providers in the areas of marketing, legal climate, human resources, operations, and consumer affairs.</p>	<p>low-sodium, low-cholesterol, and fat-free diets. • Recognizing various food allergies • Identifying eating disorders • Classifying major nutrients • Preparing healthy recipes for special diets</p> <p>Learning Standards:</p> <ol style="list-style-type: none"> 1. Discuss the brigade system in the hospitality business as it pertains to the front of the house and the back of the house. Examples: Maitre d', Captain, Carver, Server, Runner, Executive Chef, Sous-Chef, Grade manger, Pastry Chef 2. Evaluate their products and equipment for danger. 3. Complete an accident report. 4. Describe different recipe measurements and when each is used. 5. Convert standard recipes. 6. Explain the factors that affect recipe conversion. 7. Describe methods of portion control and why it is important. 8. Calculate the unit cost, edible portion cost, and total cost of a recipe. 9. Demonstrate how to calculate the yield percentage of a food item. 10. Distinguish among weight, volume, and count. 11. Identify the major parts of a knife. 12. Describe the main uses and distinguishing features of professional knives, cutlery, and garnishing tools. 13. Demonstrate the methods used for safely handling knives. 14. Demonstrate how to sharpen and hone a knife. 15. Describe the basic knife cuts used in the professional kitchen. 16. Demonstrate how to make the following cuts: julienne, batonnet, brunoise, dice, tourne, rondelle, chiffonade. 17. Describe how cooking affects the various characteristics of food. 18. Prepare, cook, and store food to retain nutrients. 	

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	<p>19. Explain the difference between seasonings and flavorings and list specific categories and examples of each.</p> <p>20. Describe the major guidelines for cooking with herbs and spices.</p> <p>21. Discuss important dietary terms, including bland, low-fat, low-sodium, low-cholesterol, and fat-free diets.</p> <p>Unit 5 - Safety and Sanitation Content Standards:</p> <p>18. Describe the Hazard Analysis and Critical Control (HACCP) and Material Safety and Data Sheets (MSDS) standards.</p> <ul style="list-style-type: none"> • Identifying foodborne illnesses and hygiene procedures for avoiding each • Demonstrating proper handling, preparation, and storage of food • Demonstrating compliance with health codes for food service related to chemical storage, pest control, and garbage disposal <p>Learning Standards:</p> <ol style="list-style-type: none"> 1. Practice proper safety and sanitation standards at all times. 2. Evaluate Material Safety Data Sheets (MSDS) of chemicals used in the hospitality industries. 3. Use self-inspection steps to maintain sanitary conditions (Example: HACCP). 4. Practice health code standards for chemical storage, pest control and garbage disposal at all times. <p>Unit 6 - Customer Relations and Quality Services Content Standards:</p> <p>19. Describe basic service skills used in hospitality and tourism industries, including welcoming and processing guests, overseeing customer comfort, and handling customer complaints.</p> <p>20. Compare styles of food service, including counter, tray line,</p>	

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	seated, banquet, and catering. • Demonstrating table-setting techniques Learning Standards: 1. Determine basic service skills used in the hospitality and tourism industries. 2. Analyze styles of food service. 3. Demonstrate table-setting techniques.	