

Alabama Course of Study Hospitality and Tourism

PREFACE

The 2022 *Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* provides the framework for Grades 9-12 Hospitality and Tourism programs in Alabama’s public schools. Content standards in this document are minimum and required (*Code of Alabama, 1975, §16-35-4*). They are fundamental and specific, but not exhaustive. Hospitality and Tourism courses are organized by pathways, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the Hospitality and Tourism course of study.

The 2022 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Hospitality and Tourism course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama’s career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Hospitality and Tourism course of study for students in Alabama’s public schools.

Alabama Course of Study Hospitality and Tourism ACKNOWLEDGMENTS

This document was developed by the Hospitality and Tourism Committee and Task Force of the 2022 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of high school and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began its work in February of 2022 and submitted the document to the Alabama State Board of Education for adoption at its December meeting.

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Alabama Course of Study Career and Technical Education GENERAL INTRODUCTION

Alabama’s Career and Technical Education programs empower students with the workplace-readiness skills required for success in the twenty-first century. Courses are designed to equip students to become productive, well-prepared citizens who possess the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and expertise

Alabama’s Career and Technical Education programs promote students’ career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with knowledge and skills that reinforce attainment of academic core content through hands-on, experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career programs.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters’ program guides, which are the definitive listings of required courses for each cluster. Program guides can be found on the Alabama State Department of Education website.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. LEAs must follow current legislative and administrative codes regarding special populations. Laws, regulations, and resolutions regarding special populations are part of the administrative guidelines of Career and Technical Education.

Alabama’s Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and to be responsive to current and future workforce demands. Rigor in each course of study is derived from both core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been

established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama's growing economy calls for increasing numbers of highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

Alabama Course of Study Hospitality and Tourism CONCEPTUAL FRAMEWORK



Alabama Course of Study Hospitality and Tourism CONCEPTUAL FRAMEWORK

The conceptual framework on the preceding page represents the constant motion of the hospitality and tourism industry in Alabama, which is a vital component of the economic lifeblood of the state. In 2021 this industry employed over 227,000 people earning almost \$7 billion in salaries, and each year it welcomes over 22 million visitors who contribute more than \$20 billion to the state’s economy. The background image pays homage to the state’s natural beauty, and the pictures on the teeth of the gear symbolize elements of the industries in the four programs of the Hospitality and Tourism cluster, which are indicated by colors around the circumference of the gear.

Red and yellow indicate the Food and Beverage Services pathway. Alabama is known for its award-winning restaurants, legendary barbecue, and fresh seafood as well as impeccable service. Alabama also hosts varied annual food festivals highlighting favorite treats like watermelons, blueberries, peanuts, and shrimp, as well as multicultural events including Lebanese and Greek festivals.

Black and gold represent the Lodging program. Alabama has many resorts, hotels, and campgrounds across the state which allow visitors to connect with four state forests, 21 state parks, bountiful natural beauty, and major sporting events. The state’s hotels and resorts provide a variety of venues for conventions, meetings, and celebrations.

Green and blue indicate the third program, Travel and Tourism. Alabama’s millions of visitors come for many reasons – to hike nature trails, enjoy white sand beaches, catch trophy bass, visit civil rights sites such as the Birmingham Civil Rights District, attend a concert or musical theater production, or go boating on the beautiful Gulf Coast or a scenic river trail more than 5,300 miles long (the country’s longest). Alabama’s Southern hospitality welcomes visitors to every corner of the state.

The Sports, Recreation, and Attractions program is signified with brown and green. People come to Alabama to visit unique attractions throughout the state, including the U.S. Space and Rocket Center in Huntsville, the USS Alabama Battleship Memorial Park in Mobile, or the Alabama Mural

Trail which stretches from Huntsville to Mobile; to play golf on one of many Robert Trent Jones courses; to experience the adrenaline rush of Talladega Speedway; or to enjoy college football or professional baseball.

As people continue to seek ways to learn, relax, and rejuvenate, hospitality and tourism will continue to be a driving force in Alabama's economy and its residents' quality of life. The hospitality industry will continue to attract millions of tourists and generate billions of dollars annually for the state.

POSITION STATEMENTS

Hospitality and Tourism

The Hospitality and Tourism program of Career and Technical Education focuses on preparing students for employment in planning, managing, and carrying out the essential functions of the many-faceted hospitality industry. Certain fundamental understandings which support the Hospitality and Tourism program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Hospitality and Tourism program.

Classroom and Laboratory Environment

The effective Hospitality and Tourism classroom should be a safe space fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other programs in Career and Technical Education, Hospitality and Tourism instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the hospitality and tourism field. School-based laboratory experiences are essential for students to develop skills in the hospitality and tourism industry. Classrooms and laboratories in the cluster must be fully equipped according to the CTE program equipment list.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, laboratories, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the equipment and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each Career and Technical Education program. An effective plan may include federal, state, local, school, and program guidelines. Students are required to pass safety tests with one hundred percent accuracy. Care must be taken to ensure that students are in safe environments both on and off campus. Safety includes not only physical and emotional well-being but also digital and online security.

Professional Development

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations in their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential for providing the necessary components of a Hospitality and Tourism program. Administrators should recruit highly qualified teachers with appropriate credentials and should secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Hospitality and Tourism cluster. In addition, administrators should actively promote the Hospitality and Tourism program within the school and in the community.

Instructional Model

The Hospitality and Tourism course of study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Hospitality and Tourism curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences, taking into account the differences among standards, curriculum, and resources. The Hospitality and Tourism content standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Hospitality and Tourism program. To achieve the solution to a given problem, students must possess adequate foundations in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Hospitality and Tourism program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Hospitality and Tourism instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Hospitality and Tourism program.

Career and Technical Student Organizations (CTSOs)

Nationally affiliated Career and Technical Student Organizations such as Family, Career and Community Leaders of America (FCCLA) are an integral part of classroom instruction in each Career and Technical Education program. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Hospitality and Tourism course. FCCLA makes a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success through family and consumer sciences education. The purpose of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills.

Goals of FCCLA are:

- to provide opportunities for personal development and preparation for adult life;
- to strengthen the function of the family as a basic unit of society;
- to encourage democracy through cooperative action in the home and community;
- to encourage individual and group involvement in helping achieve global cooperation and harmony;

- to promote greater understanding between youth and adults;
- to provide opportunities for making decisions and for assuming responsibilities;
- to prepare for the multiple roles of men and women in today's society; and
- to promote family and consumer sciences and related occupations.

Business-Industry-School Relationships

The very nature of Hospitality and Tourism requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continuous feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives of the local business community that provides professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for Hospitality and Tourism students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for Hospitality and Tourism programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Hospitality and Tourism and more involved in the education environment.

Postsecondary and Higher Education Cooperation

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One possibility is the opportunity to earn postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2022 *Alabama Course of Study: Career and Technical Education, Hospitality and Tourism* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. Each foundational standard completes the stem “*Students will...*”

Related content standards are grouped under **Topics**. In the example below, the topic is “<<TOPIC>>.” Standards from different topics may be closely related.

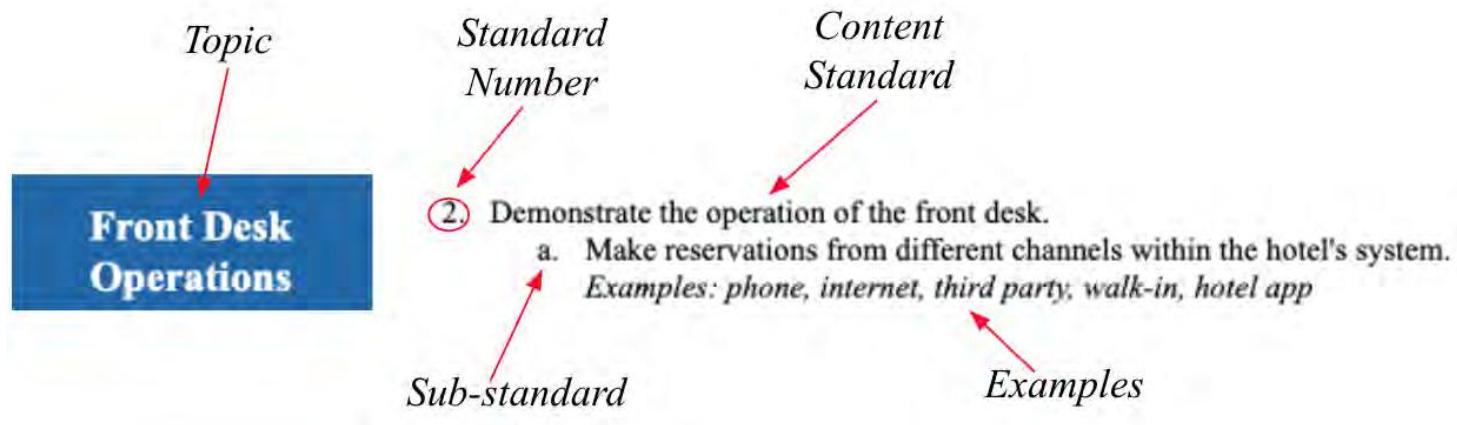
Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Each content standard completes the stem “*Students will...*”

Some content standards have **sub-standards**, indicated with a, b, c, d..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught.

When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction. Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources.

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. The standards in each course are to be used as a minimal framework and should encourage innovation.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not repeated in each course of study, but instead are indicated in the clusters' program guides, which are the definitive listings of required courses for each cluster. They can be found on the Alabama State Department of Education website.



CLUSTER OVERVIEW

Hospitality and Tourism

In the Hospitality and Tourism cluster, students choose one of four programs— Food and Beverage Services, Travel and Tourism, Lodging, or Sports, Recreation, and Attractions. The foundational course in every program is Introduction to Hospitality and Tourism. When this prerequisite is completed, students then choose courses leading through specific programs. Content standards identify what knowledge students should have and what skills they should be able to perform at the end of each course.

Hands-on training is especially important in the Hospitality and Tourism cluster. Students must have access to laboratory environments on campus and in the community where they can experience practical, real-world circumstances in the hospitality and tourism field. School-based laboratory experiences in safe, appropriate settings are essential for developing expertise. The knowledge and skills students gain through an active, structured, and stimulating classroom environment are augmented by simulated workplace learning experiences, including on-site visits and work shadowing. Students can be assessed in a meaningful way in these simulated workplace settings.

Students in Hospitality and Tourism affiliate with Family, Career and Community Leaders of America (FCCLA), a career and technical student organization (CTSO). This organization enhances classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and take advantage of opportunities for personal and professional growth. Teachers are encouraged to adapt and make use of appropriate FCCLA STAR Events in teaching courses.

Students in Grades 9-12 possess varying learning styles and levels of maturity. Their backgrounds include diverse family structures and a variety of social and emotional environments. Throughout these grades, students are adjusting to both personal and social changes as they tackle challenging academic requirements and opportunities.

This cluster prepares learners for careers in the hospitality industry, which are available throughout the state. Students develop skills in organization, teamwork, problem solving, creativity, time management, customer service, and communication. Applications of technology, math, and science are also important components of the courses. Rigorous and engaging instruction fosters the essential skills needed for future employment and equips learners with knowledge and skills they will need for college and careers.

Course of study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.