



HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

Restaurant and Event Management Pathway

CIP CODE 12.0504

APPROVED PATHWAY:

- Includes a minimum of three secondary-level credits.
- Includes a work-based element.
- Consist of a sequence:
 - Introductory-level course.
 - Technical-level course.
 - Application-level course.
- Supporting documentation includes:
 - Articulation Agreement(s).
 - Certification.
 - Program Improvement Plan.
 - Program of Study.
- Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	12050	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Select a strand at division.

Title	Code	Credit
* Culinary Essentials	16052	0.5
Nutrition and Wellness	19253	0.5

EVENT PLANNING AND MANAGEMENT STRAND

Title	Code	Credit
Foundations of Travel and Tour	16151	0.5
📍 Event Planning and Management	34052	0.5

CULINARY ARTS AND MANAGEMENT STRAND

Title	Code	Credit
📍 Culinary Arts	16053	1
# Culinary Arts II	16055	0.5
Baking and Pastry I	16056	0.5
# Baking and Pastry II	16057	0.5
Food Science	19254	1
Event Planning and Management	34052	0.5

These courses may be offered after **THREE** credits in the Technical Level have been selected:

Title	Code	Credit
Entrepreneurship	12053	0.5
Principles of Marketing	12164	1

- * Required course for pathway approval.
- # Has a prerequisite course(s):
Courses comprising a sequence are numbered consecutively. See Competency Profile for details.
Culinary Arts (16053) is a prerequisite for Culinary Arts II (16055).
- 📍 Required course in the strand.

APPLICATION LEVEL

EVENT PLANNING AND MANAGEMENT STRAND

Title	Code	Credit
Community Connections	19297	0.5
Career Connections	19298	0.5
Applied Business Development	32200	1

CULINARY ARTS AND MANAGEMENT STRAND

Title	Code	Credit
Culinary Workplace Experience	16098	1
Community Connections	19297	0.5
Career Connections	19298	0.5

Summary of Pathway Changes for 2023-2024

Restaurant and Event Management (12.0504)

- Updated pathway design sheet to reflect changes.
- Course 16052 Culinary Essentials competencies and course description updated.
- Course 34052 Event Planning and Management competencies and course description updated.
- Course 34053 Foundations of Travel and Tourism course number changed to 16151; competencies and course description updated.
- Course 34056 Culinary Arts I course number changed to 16053; competencies and course description updated.
- Course 34058 Culinary Arts II course number changed to 16055; competencies and course description updated.
- Course 34057 Baking and Pastry I course number changed to 16057; competencies and course description updated.
- Course 22203 Food Science course number changed to 19254; competencies and course description updated.
- Course 34198 Culinary Applications name changed to Culinary Workplace Experience; course number changed to 16098; competencies and course description updated.

Travel and Tourism (52.0901)

- Updated pathway design sheet to reflect changes.
- Course 16052 Culinary Essentials competencies and course description updated; course will no longer be required for pathway approval.
- Course 34052 Event Planning and Management competencies and course description updated.
- Course 34053 Foundations of Travel and Tourism course number changed to 16151; competencies and course description updated.
- Course 34054 Foundations of Hospitality and Lodging course number changed to 16101; competencies and course description updated.
- “Must choose ONE of the following boxed courses” changed to “Must choose at least one of the boxed courses” for 16151 Foundations of Travel and Tourism; 16101 Foundations of Hospitality and Lodging.
- Course 34200 Hospitality and Lodging Management name changed to Hospitality and Lodging Workplace Experience; course number changed to 16148; competencies and course description updated.

Family, Community, Consumer Services (19.0799)

- Course 16052 Culinary Essentials competencies and course description updated.

Business Management and Entrepreneurship (52.0799)

- Course 16052 Culinary Essentials competencies and course description updated.

Food Products and Processing Systems (01.0401)

- Course 22203 Food Science course number changed to 19254; competencies and course description updated.

Biomedical (14.0501)

- Course 22203 Food Science course number changed to 19254; competencies and course description updated.

Common Career Technical Core

Career Ready Standards

Pathways & CIP	All Pathways
Course Description:	To be taught in all courses in the approved pathway

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

<p>Rating Scale:</p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>
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Standards

	Standards	4	3	2	1	0
1	Act as a responsible and contributing citizen and employee	4	3	2	1	0
2	Apply appropriate academic and technical skills	4	3	2	1	0
3	Attend to personal health and financial well-being	4	3	2	1	0
4	Communicate clearly, effectively and with reason	4	3	2	1	0
5	Consider the environmental, social and economic impacts of decisions	4	3	2	1	0
6	Demonstrate creativity and innovation	4	3	2	1	0
7	Employ valid and reliable research strategies	4	3	2	1	0
8	Utilize critical thinking to make sense of problems and persevere in solving them	4	3	2	1	0
9	Model integrity, ethical leadership and effective management	4	3	2	1	0
10	Plan education and career path aligned to personal goals	4	3	2	1	0
11	Use technology to enhance productivity	4	3	2	1	0
12	Work productively in teams while using cultural/global competence	4	3	2	1	0

Course	Business Essentials	Course #	12050	Credit	0.5
Pathways & CIP Codes:	Business Management & Entrepreneurship (52.0799); Business Finance (52.0801); Marketing (52.1402); Mobile Equipment Maintenance – Automotive Collision (47.9999); Digital Media (09.0702); Restaurant & Event Planning (12.0504); Travel & Tourism (52.0901)				
Course Description:	Introductory Level: This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.	Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____
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Benchmark 1.0: Understand economic principles and the concepts fundamental to business operations.

		Competencies				
1.1	Analyze fundamental economic concepts necessary for employment in business.	4	3	2	1	0
1.2	Describe the nature of business and its contribution to society.	4	3	2	1	0
1.3	Recognize how economic systems influence environments in which businesses function.	4	3	2	1	0
1.4	Analyze cost/profit relationships to guide business decision-making.	4	3	2	1	0
1.5	Describe the purpose and origin of business within the U.S.	4	3	2	1	0
1.6	Analyze the history and importance of trade within a global marketplace.	4	3	2	1	0
1.7	Describe the nature of legally binding business contracts.	4	3	2	1	0
1.8	Identify regulatory agencies and regulatory legislation.	4	3	2	1	0
1.9	Identify types of business ownership.	4	3	2	1	0

Benchmark 2.0: Technical Skills: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

		Competencies				
2.1	Perform customer service activities to support customer relationships and encourage repeat business.	4	3	2	1	0
2.2	Utilize technology to facilitate customer relationship management.	4	3	2	1	0

Benchmark 3.0: EMOTIONAL INTELLIGENCE: Employ and manage techniques, strategies, and systems used by management to foster self-understanding and enhance business relationships.

		Competencies				
3.1	Demonstrate managerial and business ethics.	4	3	2	1	0
3.2	Develop personal traits and behaviors to foster career advancement.	4	3	2	1	0

Benchmark 4.0: ENTREPRENEURSHIP: Assess entrepreneurship/small-business management-career information to enhance opportunities for career success.

		Competencies				
4.1	Analyze entrepreneur careers to determine careers of interest.	4	3	2	1	0
4.2	Compare individual's abilities, interests, and attitudes with those associated with entrepreneurial success to determine the match between the two.	4	3	2	1	0

Benchmark 5.0: FINANCIAL ANALYSIS: Understand how to maintain, monitor, plan, and control the use of financial resources to protect an entrepreneur and business's fiscal well-being.

		Competencies				
5.1	Analyze how proper management of personal finance relates with maintaining business financial efficiency.	4	3	2	1	0
5.2	Define the accounting equation and how accounting can assist in maintaining financial solvency.	4	3	2	1	0

Benchmark 6.0: INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

		Competencies				
6.1	Use information technology tools to manage and perform work responsibilities.	4	3	2	1	0
6.2	Prepare simple documents and other business communications.	4	3	2	1	0

Benchmark 7.0: MARKETING: Manage marketing activities to facilitate business development and growth.

Competencies						
7.1	Understand marketing's role and function in business to facilitate economic exchanges with customers.	4	3	2	1	0
7.2	Explain marketing and its importance in global economy.	4	3	2	1	0
7.3	Describe marketing functions and related activities.	4	3	2	1	0
Benchmark 8.0: EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore,						
Competencies						
8.1	Develop personal traits and behaviors to foster career advancement.	4	3	2	1	0
8.2	Identify the impact business has on local communities.	4	3	2	1	0
8.3	List the standards and qualifications that must be met in career.	4	3	2	1	0
8.4	Utilize critical thinking and decision-making skills to exhibit qualifications to a potential employer.	4	3	2	1	0
8.5	Demonstrate project-management skills.	4	3	2	1	0
8.6	Demonstrate employability/career success skills.	4	3	2	1	0
8.7	Demonstrate employability/career success skills.	4	3	2	1	0
8.8	Compose internal and external multi-paragraph documents clearly, succinctly, and accurately to convey and obtain information.	4	3	2	1	0
8.9	Prepare oral presentations to provide information for specific purposes and audiences.	4	3	2	1	0

Course	Introduction to Family and Consumer Sciences	Course #	19251	Credit	1.0
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	Introduction to Family and Consumer Sciences offers a look into the many occupations linked to providing for the basic needs of children, individuals and families. Occupations may include: nutrition educator, child care provider, social worker, foster parent, credit counselor, geriatric care provider, senior citizen care director, food service provider, restaurant manager, culinary artists, interior designer, fashion production and design, event planner and teacher.				

Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>					
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.				Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____	

Benchmark 1.0: Evaluate the significance of family and its impact on the well-being of individuals and the community.						
Competencies						
1.1	Analyze the family as the basic unit of society.	4	3	2	1	0
1.2	Apply critical thinking and problem-solving in family settings.	4	3	2	1	0
1.3	Investigate the connection between personal growth and family development.	4	3	2	1	0
1.4	Understand the impact of family on the community in which they live.	4	3	2	1	0

Benchmark 2.0: Analyze functions and expectations of positive interpersonal relationships.						
Competencies						
2.1	Compare and contrast of communication modes in family, community and work situations (i.e. verbal, nonverbal, written, social media, listening, processing, and responding).	4	3	2	1	0
2.2	Investigate human development and the role of caring for others across the life span.	4	3	2	1	0
2.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly.	4	3	2	1	0
2.4	Demonstrate respect of others in all situations.	4	3	2	1	0
2.5	Analyze the roles of decision making and problem solving in reducing and managing conflict in family, community and work situations.	4	3	2	1	0

2.6	Practice respect and communication to reduce conflict and promote safety in a variety of settings (i.e. family, work, community, and cyberspace).	4	3	2	1	0
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Benchmark 3.0: Analyze the relationship of sound resource management to meet personal goals.

Competencies						
3.1	Examine consumer rights and purpose of personal financial planning.	4	3	2	1	0
3.2	Analyze sound management principles for personal financial practices.	4	3	2	1	0
3.3	Demonstrate teamwork and leadership skills in diverse group settings.	4	3	2	1	0
3.4	Use technology and other tools to balance personal and work (school) responsibilities.	4	3	2	1	0
3.5	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.	4	3	2	1	0

Benchmark 4.0: Analyze the factors that influence personal and family wellness across the life span.

Competencies						
4.1	Analyze the relationship of physical, social, emotional, and mental health to overall wellness.	4	3	2	1	0
4.2	Determine how health and wellness influences, and is influenced by career selection.	4	3	2	1	0
4.3	Identify reliable sources of nutrition and wellness information (i.e. labeling, FDA, USDA, CDC, KS and US agencies).	4	3	2	1	0
4.4	Analyze the relationship of knowing how to cook to prevent and/or improve health conditions. (e.g. obesity, high blood pressure).	4	3	2	1	0
4.5	Demonstrate basic cooking skills to enhance healthy food consumption.	4	3	2	1	0

Benchmark 6.0: Analyze relationship between career selection, personal goals and life balance.

Competencies						
6.1	Assess personal strengths, interests, needs and preferences to determine career choices.	4	3	2	1	0
6.2	Analyze opportunities for employment and entrepreneurial endeavors which align to personal needs (within Family and Consumer Sciences and other career areas).	4	3	2	1	0
6.3	Investigate selected careers on ability to meet personal goals, relationships (e.g. peers and family), and financial benefit (including education and training and projected employment needs).	4	3	2	1	0
6.4	Demonstrate basic job preparation skills (e.g. resume, personal experiences, school grades and building references).	4	3	2	1	0

Occupational Family and Consumer Sciences Introduction: These competencies address an introduction to the range of careers which are found within Family and Consumer Sciences.

NOTE: Select the following as deemed appropriate for the local Family and Consumer Sciences Department. Three or more career paths are suggested for inclusion.

Benchmark 7.0: Analyze career paths within family, community and consumer services.						
Competencies						
7.1	Understand the prevention aspect of family and consumer sciences, and the intervention role of family community and consumer services careers in meeting personal and family needs (i.e. physical, social, emotional and financial).	4	3	2	1	0
7.2	Identify the traits and skills needed to be a successful service provider in family, community and consumer services field.	4	3	2	1	0
7.3	Compare and contrast consumer service and customer service.	4	3	2	1	0
7.4	Explain the need for prevention education and advocacy within family and community services.	4	3	2	1	0
7.5	Summarize the education, training and careers within family, community and consumer services (e.g. social work, family therapy, geriatric center director, credit counselor, estate planner, family financial planner, nutrition educator, child and family advocate, family and consumer sciences educator).	4	3	2	1	0

Benchmark 8.0: Analyze career paths within the food science, food technologies, dietetics and nutrition industries.						
Competencies						
8.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food science, technologies, dietetics and nutrition industries.	4	3	2	1	0
8.2	Identify traits and skills need for success in the food science, food technologies, dietetics and nutrition industries.	4	3	2	1	0
8.3	Explain the roles and functions of individuals in food science, food technologies, dietetics and nutrition industries.	4	3	2	1	0
8.4	Summarize the education, training and careers in food, dietetics, nutrition and wellness (e.g. nutrition educator, dietician, family and consumer sciences educator).	4	3	2	1	0

Benchmark 9.0: Analyze career paths within early childhood, education and related services.						
Competencies						
9.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to early childhood, education and related services.	4	3	2	1	0

9.2	Identify traits and skills need for success in the education field (e.g. early child, K-12).	4	3	2	1	0
9.3	Explain the roles and functions of individuals in early childhood, education and related services.	4	3	2	1	0
9.4	Summarize the education, training and careers in early child development and services and education and training (e.g. early child education, center director, child development specialist, family and consumer sciences educator, elementary teacher, special services director).	4	3	2	1	0

Benchmark 10.0: Analyze career paths within textile, apparel and interior design industries.

Competencies						
10.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to textile, apparel and interior design industries.	4	3	2	1	0
10.2	Identify traits and skills need for success in the textile, apparel and interior design industries.	4	3	2	1	0
10.3	Explain the roles and functions of individuals in textile, apparel and interior design industries.	4	3	2	1	0
10.4	Summarize the education, training and careers in textile, apparel and interior design industries (e.g. interior design, interior decorator, apparel design, set design, textile design, interior and/or apparel merchandising, family and consumer sciences educator).	4	3	2	1	0

Benchmark 11.0: Analyze career paths within food production, culinary arts and food services industries.

Competencies						
11.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to food production, culinary arts and food service industries.	4	3	2	1	0
11.2	Identify traits and skills need for success in the food production, culinary arts and food service industries.	4	3	2	1	0
11.3	Explain the roles, duties and functions of individuals in food production, culinary arts and food services industries.	4	3	2	1	0
11.4	Summarize the education, training and careers in food production, culinary arts and food services industries (e.g. chef, cook, restaurant manager, caterer, food stylist, wait staff, food service director, professional taste tester, food critic, Family and Consumer Sciences Educator).	4	3	2	1	0

Benchmark 12.0: Analyze career paths within hospitality, lodging and event planning industries.

Competencies						
12.1	Understand the relationship of family and consumer sciences life literacy skills as foundational to hospitality, lodging and event planning industries.	4	3	2	1	0
12.2	Identify traits and skills need for success in the hospitality, lodging and event planning fields.	4	3	2	1	0
12.3	Explain the roles, duties and functions of individuals in hospitality, lodging and event planning careers.	4	3	2	1	0
12.4	Summarize the education, training and careers in hospitality, lodging and event planning (e.g. life event planner, hotel manager, bed and breakfast owner, hospitality coordinator, travel agent, tour guide and Family and Consumer Sciences Educator).	4	3	2	1	0

Course	Career and Life Planning	Course #	19258	Credit	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
Course Description:	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>	
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.	Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____

Benchmark 1.0: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).						
Competencies						
1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g. interest survey results).	4	3	2	1	0
1.2	Research, and evaluate information to set SMART personal short term and long-term goals across the lifespan.	4	3	2	1	0
1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.	4	3	2	1	0
1.4	Identify local, regional and national employment trends which impact career selection.	4	3	2	1	0
1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).	4	3	2	1	0
1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.	4	3	2	1	0
1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.	4	3	2	1	0
1.8	Practice solving real-world problems related to career /life goalsetting and life balance. (e.g. meal planning, family budgeting, daily work juggling).	4	3	2	1	0

Benchmark 2.0: Enhance career awareness, personal job searching and application skills.	
Competencies	

2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.	4	3	2	1	0
2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions).	4	3	2	1	0
2.3	Practice public speaking skills to build personal confidence and enhance employability.	4	3	2	1	0
2.4	Demonstrate job seeking skills.	4	3	2	1	0
2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.	4	3	2	1	0
2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.	4	3	2	1	0
2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).	4	3	2	1	0
2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).	4	3	2	1	0
2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.	4	3	2	1	0

Benchmark 3.0: Enhance career readiness through practicing appropriate skills in school, community and work situations.

Competencies						
3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.	4	3	2	1	0
3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.	4	3	2	1	0
3.3	Identify common tasks that require individuals to use problem-solving skills.	4	3	2	1	0
3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.	4	3	2	1	0
3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.	4	3	2	1	0
3.6	Use math principles (as appropriate) when addressing career and life goals (e.g. return on investment, budgeting, etc.).	4	3	2	1	0
3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.	4	3	2	1	0
3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences.	4	3	2	1	0
3.9	Use technology appropriately to access, manage and/or create career information (e.g. practice internet ethics, avoid identify theft).	4	3	2	1	0
3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings.	4	3	2	1	0
3.11	Identify personal rights and responsibilities as an employee and how to address violations.	4	3	2	1	0

Benchmark 4.0: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan.

Competencies						
4.1	Analyze the components and purpose of having a personal and family financial plan.	4	3	2	1	0
4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.	4	3	2	1	0
4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.	4	3	2	1	0
4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.	4	3	2	1	0
4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.	4	3	2	1	0

Benchmark 5.0: Evaluate the effects of technology on personal and family resources in a global context.						
Competencies						
5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.	4	3	2	1	0
5.2	Investigate how media and technological advances influence personal and family decisions.	4	3	2	1	0
5.3	Explore how technology impacts jobs and personal opportunities for advancement.	4	3	2	1	0

Course	Culinary Essentials	Course #	16052	Credit	0.5
Pathways & CIP Codes:	Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Business Management and Entrepreneurship (52.0799); Family, Community and Consumer Services (19.0799)				
Course Description:	The Culinary Essentials course provides students with knowledge and skills related to commercial and institutional food service establishments. Course topics include career pathways, employability skills, sanitation and safety procedures, measurements, tools and equipment, food preparation and production.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

<p>Rating Scale:</p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>
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Benchmark 1.0: Analyze career pathways within the food production and food services industries.

		Competencies				
1.1	Explore occupations related to the career pathway.	4	3	2	1	0
1.2	Collect and/or display in a personal individualized plan of study (IPS) portfolio personal achievements and experiences related to Culinary Essentials (e.g. SERV Safe certificate, ProStart certificate, FCCLA awards, etc.).	4	3	2	1	0

Benchmark 2.0: Practice appropriate employability skills to enhance career readiness.

		Competencies				
2.1	Demonstrate appropriate use of reading, writing, listening, and speaking to communicate clearly in a professional food service environment.	4	3	2	1	0
2.2	Practice appropriate social skills, manners and etiquette.	4	3	2	1	0
2.3	Use leadership and teamwork skills in collaborating with others to accomplish goals and objectives in a professional food service environment.	4	3	2	1	0

Benchmark 3.0: Demonstrate food safety and sanitation procedures.

		Competencies				
3.1	Identify characteristics of major foodborne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.	4	3	2	1	0

3.2	Recognize food service safety/sanitation program procedures, including first aid and bloodborne pathogens.	4	3	2	1	0
3.3	Use knowledge of systems for preventing and reporting foodborne illness (e.g. ServSafe).	4	3	2	1	0
3.4	Recognize and interpret the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of foodborne illness.	4	3	2	1	0
3.5	Practice standard personal hygiene and wellness procedures (e.g. ServSafe).	4	3	2	1	0
3.6	Understand proper purchasing, receiving, storage, and handling of both raw and prepared foods.	4	3	2	1	0
3.7	Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods and food groups (e.g. ServSafe).	4	3	2	1	0
3.8	Identify and use current types of cleaning and sanitizing materials for proper use (e.g. ServSafe).	4	3	2	1	0
3.9	Identify the Occupational Safety and Health Administration (OSHA) Right to Know Law and Safety Data Sheets (SDS) and explain their requirements in safe handling and storage of hazardous materials.	4	3	2	1	0
3.10	Understand safe and environmentally responsible waste disposal and recycling methods.	4	3	2	1	0

Benchmark 4.0: Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

Competencies						
4.1	Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving.	4	3	2	1	0
4.2	Identify, operate, and maintain tools and equipment following industry standard procedures.	4	3	2	1	0

Benchmark 5.0: Demonstrate principles of measurement, portion control, and conversions based on standardized recipes.

Competencies						
5.1	Explain the role that standardized recipes play in maintaining product consistency.	4	3	2	1	0
5.2	Identify different measuring systems and the abbreviations.	4	3	2	1	0
5.3	Distinguish between solid and liquid measurements in the standard and metric systems.	4	3	2	1	0
5.4	Utilize standard weights and measures to demonstrate proper measuring techniques using imperial, metric and volume measures.	4	3	2	1	0
5.5	Convert recipes to yield smaller and larger quantities to accommodate portion size and overall yield.	4	3	2	1	0
5.6	Identify basic conversions of measurements equivalents.	4	3	2	1	0

Benchmark 6.0: Demonstrate preparations for a variety of food products.

Competencies						
6.1	Demonstrate precision knife cuts (i.e. Batonnet, Brunoise, Coarse- fine Chop, Diagonal, Dice (small, medium & large), Julienne, Mince, Chiffonade, and Slice).	4	3	2	1	0
6.2	Apply scaling and measuring techniques.	4	3	2	1	0
6.3	Demonstrate a variety of cooking methods (Moist vs. Dry).	4	3	2	1	0

6.4	Demonstrate basic garden manager skills (i.e. salad green cleaning, salad prep, hors d'oeuvres, sandwiches, & cold food prep).	4	3	2	1	0
6.5	Demonstrate basic knowledge and/or food preparation of foods in preparation for advanced level techniques (e.g. fruits, vegetables, dairy, grains, soups, stocks, baked goods, desserts, and a variety of animal and plant proteins).	4	3	2	1	0
6.6	Prepare a variety of breakfast foods including quick breads.	4	3	2	1	0
6.7	Utilize herbs and spices, marinades, emulsified sauces, oil, and vinegars in a variety of preparation methods.	4	3	2	1	0
6.8	Identify proper food plating techniques.	4	3	2	1	0

*SDS previously known as MSDS

Course	Nutrition & Wellness	Course #	19253	Credit	0.5
Pathways & CIP Codes:	Family, Community and Consumer Services (19.0799); Health Science (51.9999); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)				
Course Description:	Technical Level: This course will examine components of interpersonal and intrapersonal well-being. Students will prepare for careers related to nutrition and wellness concepts by taking an in-depth look at various types of diets, nutrition information, and disease prevention to identify and apply healthy practices for a lifetime of wellness. Additionally, students will explore a variety of physical activities.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

<p>Rating Scale:</p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>
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Benchmark 1.0: Demonstrate nutrition, health and wellness practices that enhance individual and family well-being.

		Competencies				
1.1	Explore the components of wellness. (e.g. Gallup's five elements of well-being, physical, intellectual, emotional, social, spiritual, vocational, financial and environmental).	4	3	2	1	0
1.2	Identify the interrelationship of the components of wellness.	4	3	2	1	0
1.3	Analyze the relationship of the physical, emotional, social and intellectual components of individual and family wellness.	4	3	2	1	0
1.4	Compare and contrast nutritional and wellness challenges across the lifespan for individuals and families.	4	3	2	1	0
1.5	Examine the impact of family culture, socio economic and local to global conditions on wellness practices (e.g. local sourcing, food availability, imported foods, etc.).	4	3	2	1	0
1.6	Analyze the effects of social and cultural views on body image.	4	3	2	1	0
1.7	Identify risky behaviors that affect health and wellness.	4	3	2	1	0
1.8	Analyze data related to health and wellness to determine reliable and unreliable sources of nutrition, health and wellness information.	4	3	2	1	0
1.9	Identify legislation, regulations and public policies related to personal wellness (e.g. health care, food inspection, labeling laws, bringing eating at home, and requirements for insurance).	4	3	2	1	0
1.10	Summarize information about procuring and maintaining health care across the lifespan.	4	3	2	1	0

1.11	Analyze options for creating sustainable wellness practices (e.g. water conservation, walking outside vs a treadmill).	4	3	2	1	0
Benchmark 2.0: Demonstrate good nutrition, sound food preparation and selection to enhance healthy behaviors.						
Competencies						
2.1	Analyze the impact of nutrients on health, appearance and peak performance.	4	3	2	1	0
2.2	Identify the effects of diet fads, food addictions, and eating disorders on wellness.	4	3	2	1	0
2.3	Compare and contrast food deficiencies and toxicities on mental and physical health (e.g. dementia, potassium/water deficiency).	4	3	2	1	0
2.4	Analyze impact of food decisions on social wellness (e.g. aging, family table).	4	3	2	1	0
2.5	Apply dietary guidelines in meal planning/food decisions to meet nutritional needs across the life plan (e.g. special diets, age specific considerations, seasonal foods).	4	3	2	1	0
2.6	Analyze the relationship between knowing how to cook for prevention of diseases, and/or improvement of health conditions (e.g. obesity prevention, high blood pressure).	4	3	2	1	0
2.7 **	**NOTE if Culinary Essentials is taught, you may skip this Demonstrate various cooking methods that increase nutritional value (e.g. broiling/steaming/baking vs frying, fresh vs frozen, food preservation to enhance healthier foods vs purchase premade foods with additives to increase shelf life).	4	3	2	1	0
2.8 **	Practice food innovation, food preparation and sanitation skills to modify foods for improvement of health value (e.g. lower sodium, lower fat content, lower kcals, increase nutritional value of foods and/or other scenarios).	4	3	2	1	0
Benchmark 3.0: Examine physical activity and how it relates to health and wellness.						
Competencies						
3.1	Identify the positive benefits of physical activity across the lifespan.	4	3	2	1	0
3.2	Explain the relationship between nutrition, physical activity and wellness.	4	3	2	1	0
3.3	Implement and monitor a personal health plan, including nutrition and diet, wellness and fitness components.	4	3	2	1	0
Benchmark 4.0: Examine the components of social and mental wellness.						
Competencies						
4.1	Analyze mental health factors that influence social health.	4	3	2	1	0
4.2	Compare and contrast impact of stress on social interaction, physical health and mental wellness.	4	3	2	1	0
4.3	Identify agencies and resources to address issues and assist those with health conditions (e.g. mental health, social health, physical health, and emotional health).	4	3	2	1	0
4.4	Identify the warning signs of individuals at risk of mental health conditions.	4	3	2	1	0
4.5	Determine the components of positive relationships in both social and family settings.	4	3	2	1	0

4.6	Analyze influences on health decisions, including technology and the media (e.g. online medical websites, advertising, social media).	4	3	2	1	0
4.7	Identify coping strategies to manage life issues.	4	3	2	1	0
Benchmark 5.0: : Enhance career readiness through practicing appropriate skills in nutrition and wellness career applications.						
Competencies						
5.1	Demonstrate collaborative skills to address health and wellness concerns.	4	3	2	1	0
5.2	Practice effective communication skills when sharing information about healthy living practices.	4	3	2	1	0
5.3	Enhance development of process skills across all contexts (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation).	4	3	2	1	0
5.4	Determine how science and technological advances are influencing the availability,safety and nutritional value of foods.	4	3	2	1	0
5.5	Apply thinking and practical problem-solving strategies to promote prevention of health and wellness issues.	4	3	2	1	0
5.6	Create and share nutrition, health and/or wellness information using multiple modes of technology to advocate for good nutrition, health and/or wellness decisions.	4	3	2	1	0
5.7	Summarize education, training, certifications and responsibilities of individuals engaged in nutrition, prevention health and wellness related careers (e.g. advocates, prevention education, intervention resource conduit).	4	3	2	1	0
5.8	Analyze benefits of professional organizations to the nutrition, prevention health and wellness professional.	4	3	2	1	0

Course	Foundations of Travel & Tourism	Course #	16151	Credit	0.5	
Pathways & CIP	Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)					
Course Description:	Technical Level: Foundations of Travel and Tourism will assist students in charting a career path in one of the world's largest industries... travel and tourism. The course includes different segments of the tourism industry and explore careers that the industry offers. Students will explore economic impact and the ramifications of development to the economy. Students will also explore emerging trends and the impact of technology.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Understand the procedures applied to safety, security, and environmental issues.						
Competencies						
1.1	Explore the world's geographic regions, focusing on factors that create desirable travel destinations (i.e. weather/climate, physical features, cultural elements and historical interests).	4	3	2	1	0
1.2	Understand the importance of safety plans and procedures as they relate to unique risks in amusement, gaming and recreation facilities and practices.	4	3	2	1	0
Benchmark 2.0: Apply concepts of quality service to assure customer satisfaction.						
Competencies						
2.1	Understand the USTA (US Travel Association) definition of a visitor and tourist.	4	3	2	1	0
2.2	Utilize information from market segmentation (i.e. ethnicity, geographical, gender, income, etc.) to guide product and service decisions for target markets.	4	3	2	1	0
2.3	Analyze customer service skills to ensure quality service and guest satisfaction and the impact of poor service to an operations budget.	4	3	2	1	0
2.4	Compare and contrast impact of unethical practices in travel and tourism applications (i.e. misleading venue condition, indication of property amenities that are not actually offered).	4	3	2	1	0

2.5	Utilize information from market segmentation when making decisions about travel agendas for varying groups (i.e. families, business traveler, eco traveler, international traveler) who are traveling to various locations (i.e. local, state, US, international).	4	3	2	1	0
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Benchmark 3.0: Demonstrate an understanding of the travel and tourism industry.

		Competencies				
3.1	Analyze the different segments of tourism, culinary tourism, nature-based tourism (i.e. Agri-tourism in Kansas), responsible tourism and sustainable tourism.	4	3	2	1	0
3.2	Identify travel motivators and consumer needs.	4	3	2	1	0
3.3	Research technology and how it is impacting the industry (i.e. on-line booking, on-line reviews, staff training and guest services).	4	3	2	1	0
3.4	Determine the relationship of amusements, recreation and gaming to travel and tourism.	4	3	2	1	0
3.5	Research the industry's economic impacts at the state and local level and understand the calculations used to determine this impact.	4	3	2	1	0
3.6	Explore the role of DMOs (Destination Marketing Organizations) to identify marketing and sales tactics used to promote travel and tourism.	4	3	2	1	0
3.7	Investigate trends and their impact on travel, tourism and hospitality practices (i.e. economy, green movement, sports, etc.).	4	3	2	1	0
3.8	Research costs, pricing and market demands using principles of budgeting and forecasting to maximize profit and growth within the industry.	4	3	2	1	0
3.9	Explore the ramifications of tourism development in terms of increased sustainability, profitability and benefits to the surrounding community.	4	3	2	1	0
3.10	Demonstrate a basic understanding of economics and community development and consider the role politics play in this process (i.e. funding community tourism).	4	3	2	1	0
3.11	Compare and contrast the similarities and differences of tourism in rural communities and urban settings.	4	3	2	1	0
3.12	Analyze the organizational structure of the amusement, recreation and gaming entities and the responsibilities of individuals working within it.	4	3	2	1	0

Benchmark 4.0: Enhance career readiness through practicing appropriate skills in travel and tourism applications.

		Competencies				
4.1	Identify career opportunities in the travel and tourism industry and the skills/experiences needed for the career path (i.e. operations, management, sales).	4	3	2	1	0
4.2	Identify concerns, analyze solutions and apply critical thinking skills to solve problems.	4	3	2	1	0
4.3	Model behaviors that demonstrate active listening.	4	3	2	1	0
4.4	Enhance development of process skills across all contexts (critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation).	4	3	2	1	0

4.5	Understand the need for accuracy in mathematics, reading comprehension, terminology and writing to correctly deliver products and services in the industry.	4	3	2	1	0
4.6	Identify accurate verbal and nonverbal cues to provide a positive experience for guests and fellow employees.	4	3	2	1	0
4.7	Examine the leadership, teamwork and partnership skills needed to create good working relationships.	4	3	2	1	0
4.8	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

Course	Event Planning & Management	Course #	34052	Credit	0.5	
Pathways & CIP	Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)					
Course Description:	Technical Level: This course provides students with the knowledge and skills related to the event planning and implementation process. It will include establishing client relationships, the importance of communication, planning process, resource management, quality service and staffing issues. Students will plan school and community-based events, from marketing to food preparation to service. This course is perfect for potential chefs, business owners, wedding planners, party planners, hotel managers, bed & breakfast owners, and more.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Demonstrate procedures applied to safety, security, and environmental issues.						
Competencies						
1.1	Identify safe working habits and security procedures for event planning and management (i.e. Job safety analysis).	4	3	2	1	0
1.2	Use equipment according to manufacturer guidelines and/or government regulations.	4	3	2	1	0
1.3	Practice personal safety to avoid injury or accidents.	4	3	2	1	0
Benchmark 2.0: Apply concepts of quality service to assure customer satisfaction.						
Competencies						
2.1	Identify the information that needs to be obtained from the customer to accept payment for goods or services and research software/systems available to manage the information.	4	3	2	1	0
2.2	Analyze customer service skills to ensure quality service and guest satisfaction.	4	3	2	1	0
2.3	Identify accurate verbal and nonverbal cues to provide a positive experience for guests and fellow employees.	4	3	2	1	0
2.4	Understand the need for accuracy in mathematics, reading comprehension and writing to correctly deliver products or services to guests.	4	3	2	1	0
Benchmark 3.0: Demonstrate management of recreation, leisure and other programs and events.						

Competencies						
3.1	Explore the various types of event planning and managing services within the industry (i.e. fundraiser, sporting event, special occasion/celebration, concert, etc.).	4	3	2	1	0
3.2	Explain the role of individual departments as they impact the business as a whole.	4	3	2	1	0
3.3	Research how to develop an event budget and investigate how the economy may impact this process.	4	3	2	1	0
3.4	Analyze current trends to determine if changes should be made to future products and services.	4	3	2	1	0
3.5	Use principles of budgeting and forecasting to maximize profit and growth.	4	3	2	1	0
3.6	Research costs, pricing and market demands to promote profitability.	4	3	2	1	0
3.7	Utilize information from market segmentation to guide product and service decisions (i.e. Ethnicity, geographical, gender, income, etc.).	4	3	2	1	0
3.8	Identify the staffing needs for varying event types and the skills employees need to fill those positions.	4	3	2	1	0
3.9	Prioritize tasks to be completed.	4	3	2	1	0
3.10	Develop a BEO (banquet event order) and follow the entire BEO shelf life from creation to the conclusion of the event and note the intricacies involved with making it successful.	4	3	2	1	0
3.11	Research the RFP process (request for proposal process) and demonstrate how to create a proposal.	4	3	2	1	0
3.12	Demonstrate industry standards for meeting room sets for different events (i.e. Screen placement, aisle width, classroom style, rounds, etc.).	4	3	2	1	0
3.13	Identify the different client segments, needs and budgets (i.e. Corporate business, social events, non-profit companies, special events, etc.).	4	3	2	1	0
3.14	Demonstrate an operating procedure for an event to include objectives, timeline, budgets, tasks, staffing, event marketing, event diagram/layout, media promotion, facility and equipment needs.	4	3	2	1	0
3.15	Analyze work roles and responsibilities and how to balance worker assignments.	4	3	2	1	0
Benchmark 4.0: Enhance career readiness through practicing appropriate skills in event management applications.						
Competencies						
4.1	Examine career opportunities within the event planning and management fields and the skills/experiences/education needed.	4	3	2	1	0
4.2	Explore the various types of event planning and managing services within the industry (i.e. Fundraiser, sporting event, special occasion/celebration, concert, etc.).	4	3	2	1	0
4.3	Practice time management strategies to enhance personal success and when working with workload assignment and scheduling.	4	3	2	1	0
4.4	Use correct grammar, spelling, punctuation and capitalization when preparing written documents.	4	3	2	1	0
4.5	Recognize ethical and legal responsibilities and how these influence industry standards (i.e. Legal age requirements, alcohol service, tip pool management, free admission to events, waste disposal, etc.).	4	3	2	1	0
4.6	Research laws pertaining to hiring practices and harassment laws (i.e. Diversity, equal employment opportunity, American with Disabilities Act).	4	3	2	1	0

4.7	Examine the leadership and teamwork skills needed to create a good working environment that encourages staff retention.	4	3	2	1	0
4.8	Examine skills needed in organizing, controlling, assigning, managing and carrying out work responsibilities.	4	3	2	1	0
4.9	Employ appropriate verbal communication skills when obtaining and conveying information.	4	3	2	1	0
4.10	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

Course	Culinary Arts I	Course #	16053	Credit	1.0
Pathways & CIP	Restaurant & Event Management (12.0504)				
Course Description:	This course integrates the knowledge, skills and practices required for careers in the restaurant industry. Topics include safety and sanitation, menu management, use of commercial tools and equipment, food production, culinary math, restaurant management principles, and career readiness practice.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.**
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.**
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.**
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.**
- 0. No Instruction / Training: Student has not received instruction or training in this area.**

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Demonstrate industry-based food safety and sanitation procedures.

		Competencies				
1.1	Demonstrate industry standard hand washing and professional standards for personal hygiene including the proper use of gloves (example: Use of gloves with ready to eat foods).	4	3	2	1	0
1.2	Identify the Big 6 (Norovirus, Nontyphoidal Salmonella, Salmonella Typhi, E. coli, Shigella, and Hepatitis A) sources, symptoms and prevention measures.	4	3	2	1	0
1.3	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.	4	3	2	1	0
1.4	Practice first-in, first-out (FIFO) and date marking.	4	3	2	1	0
1.5	Identify proper chemical handling and storage procedures (maintain and follow SDS guidelines and OSHA standards).	4	3	2	1	0
1.6	Identify common food allergens and common symptoms (common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts).	4	3	2	1	0
1.7	Understand the components and need for HACCP in the food industry.	4	3	2	1	0
1.8	Describe appropriate measures for prevention of insects, rodents, and pests.	4	3	2	1	0
1.9	Review emergency and first-aid procedures and bloodborne pathogens applicable to the workplace.	4	3	2	1	0

Benchmark 2.0: Demonstrate correct use and maintenance of food production equipment and tools.

		Competencies				
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2.1	Operate tools and equipment following safety procedures and OSHA age restrictions and requirements.	4	3	2	1	0
2.2	Identify and demonstrate procedures for cleaning, sanitizing, and storage of equipment and food contact surfaces.	4	3	2	1	0
2.3	Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).	4	3	2	1	0

Benchmark 3.0: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

Competencies						
3.1	Apply effective mise en place practices.	4	3	2	1	0
3.2	Prioritize tasks to be completed.	4	3	2	1	0
3.3	Demonstrate effective time management.	4	3	2	1	0
3.4	Identify and apply where possible principles of storing, labeling, first in/first out concept, and date marking in food service operations.	4	3	2	1	0
3.5	Demonstrate professional skills in safe handling of knives, tools, and equipment.	4	3	2	1	0
3.6	Identify the heat transfer methods of conduction, convection, and/or radiation used during food production.	4	3	2	1	0
3.7	Discuss and demonstrate where possible professional skill for a variety of dry heat, moist heat and combination cooking methods Roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies).	4	3	2	1	0
3.8	Demonstrate knowledge of proper scaling and measurement techniques.	4	3	2	1	0
3.9	Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods.	4	3	2	1	0
3.10	Prepare various meats, seafood, poultry and eggs using safe handling and professional preparation techniques.	4	3	2	1	0
3.11	Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.	4	3	2	1	0
3.12	Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.	4	3	2	1	0
3.13	Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.	4	3	2	1	0
3.14	Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.	4	3	2	1	0
3.15	Demonstrate professional plating, garnishing, and food presentation techniques.	4	3	2	1	0
3.16	Identify sustainability in food production and services including menu planning; acquisition, preparation, and serving of food; storage; and recycling and waste management.	4	3	2	1	0
3.17	Recognize cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.	4	3	2	1	0

Benchmark 4.0: Apply menu management and production principles.						
	Competencies					
4.1	Describe the types of menus used by various food service establishments.	4	3	2	1	0
4.2	Explain menu planning principles exploring dietary recommendations to build balanced meals according to nutritional standards.	4	3	2	1	0
4.3	Demonstrate meal appeal factors including temperature, texture, color, flavor, shape, and size.	4	3	2	1	0
Benchmark 5.0: Perform mathematical functions in food related applications.						
	Competencies					
5.1	Demonstrate basic conversions of measurements (oz in a gallon, etc.).	4	3	2	1	0
5.2	Understand basic culinary math concepts (i.e. APQ (as-purchased quantity), EDP (edible-portion quantity)/yield, total cost).	4	3	2	1	0
5.3	Demonstrate the process of recipe yield adjustments for small and large quantities based on operational needs.	4	3	2	1	0
5.4	Identify how food cost is determined.	4	3	2	1	0
5.5	Identify how to determine and calculate contribution margin (cost plus pricing).	4	3	2	1	0
Benchmark 6.0: Analyze restaurant management and business techniques.						
	Competencies					
6.1	Compare restaurant concepts and service styles.	4	3	2	1	0
6.2	Identify the different forms of management and their purposes (kitchen brigade) - BOH and FOH.	4	3	2	1	0
6.3	Demonstrate the general rules of table settings.	4	3	2	1	0
6.4	Define quality customer service and how it affects an operation's success.	4	3	2	1	0
6.5	Understand the process for creating and implementing a business plan for a restaurant or food production business (i.e. food truck, food mixes, innovative foods etc.).	4	3	2	1	0
6.6	Determine business components to maximize chance for success. (i.e. product niche, standard portion control, minimizing product loss, etc.).	4	3	2	1	0
Benchmark 7.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.						
	Competencies					
7.1	Demonstrate appropriate communication skills (verbal, listening, writing).	4	3	2	1	0
7.2	Understand and practice appropriate social skills, manners and etiquette, including use of social media.	4	3	2	1	0
7.3	Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.	4	3	2	1	0

7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.	4	3	2	1	0
7.5	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.	4	3	2	1	0
7.6	Understand and demonstrate employability skills (e.g. timeliness, responsibility, work ethic, cooperation, appropriate use of technology) according to industry standards.	4	3	2	1	0
7.7	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

*SDS previously known as MSDS

Course	Culinary Arts II	Course #	16055	Credit	0.5	
Pathways & CIP	Restaurant and Event Management (12.0504)					
Course Description:	Culinary Arts II builds upon 16053 Culinary Arts I course by expanding student knowledge, skills and practices. Whereas Culinary Arts I focused on beginning culinary skill development, Culinary Arts II expands those skills and adds topics such as nutrition and food service management.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Analyze food safety and sanitation procedures.						
Competencies						
1.1	Demonstrate an understanding of the importance of food safety and sanitation. To include: how foods become unsafe, good personal hygiene, proper use of gloves, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.	4	3	2	1	0
1.2	Identify and understand sources, symptoms and prevention measures for all other prevalent foodborne illnesses (reference SERV Safe and Kansas State Health requirements).	4	3	2	1	0
1.3	Identify and demonstrate ways to prevent allergen free food from being exposed to food allergens during preparation and service process (e.g. Proper allergen labeling, direct vs indirect contact).	4	3	2	1	0
1.4	Demonstrate processes and procedures for the following: First-in-First-Out (FIFO), Hazard Analysis Critical Control Point (HACCP), Food/Acidity/Time/Temperature/Oxygen/Moisture (F.A.T.T.O.M.), Time & Temperature Control for Safety (T.C.S.).	4	3	2	1	0
1.5	Practice preventative measures to minimize the risk of cross-contamination with food and food contact surfaces (e.g. using clean and sanitized equipment for each food product, color-coded equipment if implemented, when to change gloves and wash hands, etc.).	4	3	2	1	0
1.6	Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (SDS) and explain their requirements in safe handling and storage of hazardous materials.	4	3	2	1	0
1.7	Review emergency and first-aid procedures and bloodborne pathogens applicable to the workplace.	4	3	2	1	0

Benchmark 2.0: Demonstrate implementation of food service management and leadership functions.

		Competencies				
2.1	Apply principles of purchasing, receiving, and storing in food service operations (e.g. flow of food).	4	3	2	1	0
2.2	Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.	4	3	2	1	0
2.3	Practice customer service and interaction to meet or exceed customer expectations, address customer complaints, and establish and maintain positive social media presence.	4	3	2	1	0
2.4	Demonstrate time management principles to achieve food production goals.	4	3	2	1	0
2.5	Analyze contemporary and traditional service styles identifying the variances in staff structure and responsibilities for each.	4	3	2	1	0
2.6	Demonstrate back and front of the house management roles in the industry.	4	3	2	1	0
2.7	Assess and analyze the types of cost incurred and how to effectively manage and control these costs (food costs, beverage costs, labor costs, & overhead costs).	4	3	2	1	0
2.8	Calculate yield percentages, shrinkage, and portion cost.	4	3	2	1	0
2.9	Discuss principles of inventory management, labor cost and control techniques, production planning and control, sustainability, and facilities management to planning and front and back of the house operations.	4	3	2	1	0

Benchmark 3.0: Apply the principles of nutrition to food preparation.

		Competencies				
3.1	Demonstrate knowledge of nutritional guidelines.	4	3	2	1	0
3.2	List food groups and recommended servings in USDA Food Guidelines.	4	3	2	1	0
3.3	Discuss dietary guidelines and recommended dietary allowances.	4	3	2	1	0
3.4	Interpret food labels in terms of the portion size, ingredients and nutritional value.	4	3	2	1	0
3.5	Describe functions of nutrients from food sources.	4	3	2	1	0
3.6	Discuss various diets (i.e. food allergies, alternative dieting, vegetarian, vegan, gluten free etc.).	4	3	2	1	0

Benchmark 4.0: Enhance career readiness through practicing appropriate skills in classroom and work-related culinary situations.

		Competencies				
4.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communicate clearly workplace objectives.	4	3	2	1	0
4.2	Practice appropriate social skills, manners and kitchen etiquette, including use of social media.	4	3	2	1	0
4.3	Demonstrate the use of soft skills, leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.	4	3	2	1	0
4.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.	4	3	2	1	0

4.5	Apply the use of industry technology (ordering, POS, inventory, FOH/BOH Management, Scheduling, Marketing).	4	3	2	1	0
4.6	Develop and manage work plans to meet budget guidelines.	4	3	2	1	0
4.7	Know and understand the importance of professional ethics in culinary/food related applications.	4	3	2	1	0
4.8	Investigate the areas of legal liability within the hospitality industry (foodborne illness, physical injury, licensing issues, etc.).	4	3	2	1	0
4.9	Demonstrate employability skills in the lab (e.g. timeliness, responsibility, work ethic, cooperation) according to industry standards.	4	3	2	1	0
4.10	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0
4.11	Explore continuing education and employment opportunities for culinary pathways.	4	3	2	1	0

*SDS previously known as MSDS

Course	Baking & Pastry I	Course #	16056	Credit	0.5
Pathways & CIP	Restaurant and Event Management (12.0504)				
Course Description:	This course looks at the basics and fundamentals of the baking and pastry industry. Topics include safety and sanitation, equipment and procedures, baking science, ingredient function, and baking production. Prerequisite for 16057 Baking and Pastry II.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.**
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.**
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.**
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.**
- 0. No Instruction / Training: Student has not received instruction or training in this area.**

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Demonstrate industry-based food safety and sanitation procedures.

		Competencies				
1.1	Demonstrate industry standard hand washing and professional standards for personal hygiene.	4	3	2	1	0
1.2	Identify proper use of gloves (ex: ready to eat foods).	4	3	2	1	0
1.3	Identify the Big 6 (Norovirus, Nontyphoidal Salmonella, Salmonella Typhi, E. coli, Shigella, and Hepatitis A) sources, symptoms and prevention measures.	4	3	2	1	0
1.4	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.	4	3	2	1	0
1.5	Identify first-in, first-out (FIFO) and date marking.	4	3	2	1	0
1.6	Identify proper chemical handling and storage procedures (maintain and follow SDS guidelines).	4	3	2	1	0
1.7	Identify common food allergens and common symptoms (common allergens: Milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts).	4	3	2	1	0
1.8	Understand the components and need for HACCP in the food industry.	4	3	2	1	0
1.9	Describe appropriate measures for prevention of insects, rodents, and pests.	4	3	2	1	0
1.10	Understand emergency and first-aid procedures, bloodborne pathogens applicable to the workplace.	4	3	2	1	0

Benchmark 2.0: Demonstrate correct use and maintenance of food production equipment and tools.

		Competencies				
2.1	Operate tools and equipment following safety procedures and OSHA age restrictions and requirements.	4	3	2	1	0

2.2	Identify and demonstrate procedures for cleaning, sanitizing, and storage of equipment and food contact surfaces.	4	3	2	1	0
2.3	Recognize sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).	4	3	2	1	0

Benchmark 3.0: Analyze common ingredients used in pastry/baking products.

Competencies						
3.1	Identify a nutrition label and ingredient label for a baked product with use of proper allergen warnings.	4	3	2	1	0
3.2	Apply the knowledge of chemical and yeast leavening agents in producing carbon dioxide to raise baked products.	4	3	2	1	0
3.3	Identify the functions of the bake shop ingredients (flour, sugar, eggs, dairy, fat).	4	3	2	1	0
3.4	Analyze scientific reactions during the production of baked products.	4	3	2	1	0
3.5	Demonstrate basic flavoring techniques (nuts, spices, extracts, salt, fruits).	4	3	2	1	0
3.6	Analyze the use of different types of chocolate.	4	3	2	1	0

Benchmark 4.0: Practice the principles of quality production management.

Competencies						
4.1	Demonstrate mise en place of bakery and pastry products.	4	3	2	1	0
4.2	Analyze and practice proper scaling and measurement techniques (volume v. weight).	4	3	2	1	0
4.3	Apply/Demonstrate effective forms of time management.	4	3	2	1	0
4.4	Apply a daily prep list to meet production goals.	4	3	2	1	0
4.5	Apply the basic principles of baking and pastry including knowledge of ingredient functions and procedures to produce a quality product.	4	3	2	1	0

Benchmark 5.0: Demonstrate ability to successfully produce a variety of food products.

Competencies						
5.1	Produce a variety of quick bread batter products (muffins, scones, biscuits, shortbread, pancake/crepe).	4	3	2	1	0
5.2	Produce yeast bread or rolls.	4	3	2	1	0
5.3	Produce various types of cookies (drop, bar, press, rolled, refrigerator, cut out, wafer).	4	3	2	1	0
5.4	Produce cakes using the creaming method.	4	3	2	1	0
5.5	Produce a basic buttercream frosting.	4	3	2	1	0
5.6	Produce a basic cheesecake.	4	3	2	1	0
5.7	Produce a basic pie crust and filling.	4	3	2	1	0
5.8	Produce custard and pudding.	4	3	2	1	0
5.9	Identify various types of pastry garnishes and presentation techniques.	4	3	2	1	0
5.10	Demonstrate skill related to garnishing and presenting baked products in a variety of settings.	4	3	2	1	0

5.11	Analyze product failure to determine cause and needed modifications to ensure a successful product.	4	3	2	1	0
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Benchmark 6.0: Enhance career readiness through practicing appropriate skills in the classroom and work like culinary situations.

		Competencies				
6.1	Demonstrate appropriate communication skills (verbal, listening, writing).	4	3	2	1	0
6.2	Understand and practice appropriate social skills, manners and etiquette, including use of social media.	4	3	2	1	0
6.3	Use leadership and teamwork skills in collaborating with others to accomplish food production goals and objectives.	4	3	2	1	0
6.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.	4	3	2	1	0
6.5	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.	4	3	2	1	0
6.6	Understand and demonstrate employability skills according to industry standards (timeliness, responsibility, work ethic, cooperation, appropriate use of technology).	4	3	2	1	0
6.7	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

Course	Baking & Pastry II	Course #	16057	Credit	0.5	
Pathways & CIP	Restaurant and Event Management (12.0504)					
Course Description:	This course is a continuation of 16056 Baking and Pastry I and offers students an advanced look into baking and pastry production (i.e. breads, cakes, tortes, pastry, and pies), with a continued emphasis on culinary math, safety and sanitation, and career readiness.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Demonstrate industry-based food safety and sanitation procedures.						
	Competencies					
1.1	Demonstrate industry standard hand washing and professional standards for personal hygiene.	4	3	2	1	0
1.2	Demonstrate proper use of gloves (ex: ready to eat foods).	4	3	2	1	0
1.3	Identify the Big 6 (Norovirus, Nontyphoidal Salmonella, Salmonella Typhi, E. coli, Shigella, and Hepatitis A) sources, symptoms and prevention measures.	4	3	2	1	0
1.4	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.	4	3	2	1	0
1.5	Practice first-in, first-out (FIFO) and date marking.	4	3	2	1	0
1.6	Identify proper chemical handling and storage procedures (Maintain and follow SDS guidelines).	4	3	2	1	0
1.7	Identify common food allergens and common symptoms (Common allergens: milk/dairy, eggs/egg products, fish/shellfish, wheat/gluten, soy/soy products, and peanuts/tree nuts).	4	3	2	1	0
1.8	Understand the components and need for HACCP in the food industry.	4	3	2	1	0
1.9	Describe appropriate measures for prevention of insects, rodents, and pests.	4	3	2	1	0
1.10	Understand emergency and first-aid procedures, bloodborne pathogens applicable to the workplace.	4	3	2	1	0
Benchmark 2.0: Analyze food safety and sanitation procedures.						
	Competencies					

2.1	Demonstrate an understanding of the importance of food safety and sanitation to include: how foods become unsafe, controlling time and temperature, preventing cross contamination, cleaning and sanitizing, shipping and receiving, and how to safely prepare food for others.	4	3	2	1	0
2.2	Identify and understand sources, symptoms and prevention measures for all other prevalent foodborne illnesses (reference SERV Safe and Kansas State Health requirements).	4	3	2	1	0
2.3	Implement standards of personal grooming, hygiene and hand washing and investigate/discuss ways to encourage others to follow these requirements.	4	3	2	1	0
2.4	Identify and demonstrate ways to prevent allergen free food from being exposed to food allergens during preparation and service process (e.g. proper allergen labeling, direct vs indirect contact).	4	3	2	1	0
2.5	Demonstrate processes and procedures for the following: First-in-First-Out (FIFO), Hazard Analysis Critical Control Point (HACCP), Food/Acidity/Time/Temperature/Oxygen/Moisture (F.A.T.T.O.M.), Time & Temperature Control for Safety (T.C.S.).	4	3	2	1	0
2.6	Practice preventative measures to minimize the risk of cross-contamination with food and food contact surfaces (e.g. using clean and sanitized equipment for each food product, color-coded equipment if implemented, when to change gloves & wash hands, etc.).	4	3	2	1	0
2.7	Use the Occupational Safety and Health Administration (OSHA) Right to Know Law and Materials Safety Data Sheets (SDS) and explain their requirements in safe handling and storage of hazardous materials.	4	3	2	1	0

Benchmark 3.0: Demonstrate correct use and maintenance of food production equipment and tools.

	Competencies					
3.1	Operate tools and equipment following safety procedures and OSHA age restrictions and requirements.	4	3	2	1	0
3.2	Identify and demonstrate procedures for cleaning, sanitizing, and storage of equipment and food contact surfaces.	4	3	2	1	0
3.3	Recognize sanitary and safety design and construction features of food production equipment and facilities (NSF, UL, OSHA, ADA, etc.).	4	3	2	1	0

Benchmark 4.0: Demonstrate knowledge of ingredients used in pastry/baking products.

	Competencies					
4.1	Demonstrate understanding of the properties and functions of baking ingredients.	4	3	2	1	0
4.2	Apply the basic principles of baking and pastry including knowledge of ingredient functions and procedures to produce a quality product.	4	3	2	1	0
4.3	Analyze scientific reactions during the production of baked products.	4	3	2	1	0
4.4	Compare and contrast strategies to address proper allergen labeling and production of products such as gluten-free, dairy-free or nut-free.	4	3	2	1	0

Benchmark 5.0: Demonstrate quality production management.

Competencies						
5.1	Demonstrate consistency in proper scaling and measurement techniques.	4	3	2	1	0
5.2	Demonstrate basic math skill for recipe conversions using baker's formula in measuring volume v. weight.	4	3	2	1	0
5.3	Exhibit mise en place.	4	3	2	1	0
5.4	Achieve food production goals through proper planning and effective time management.	4	3	2	1	0
Benchmark 6.0: Demonstrate ability to successfully produce a variety of food products.						
Competencies						
6.1	Produce a variety of rich and lean yeast dough products.	4	3	2	1	0
6.2	Produce a variety of pies and tarts.	4	3	2	1	0
6.3	Produce a variety of specialty cookies and biscotti using appropriate procedures.	4	3	2	1	0
6.4	Prepare a variety of icings and demonstrate basic icing and finishing techniques.	4	3	2	1	0
6.5	Prepare pâte à choux pastries.	4	3	2	1	0
6.6	Prepare basic egg white foam products (meringues, angel food cake, and soufflés).	4	3	2	1	0
6.7	Prepare a variety of fillings, custard, cream, sauces, and toppings for pastries and baked goods.	4	3	2	1	0
6.8	Identify the steps to temper chocolate.	4	3	2	1	0
6.9	Demonstrate the ability for portion control and a variety of plating techniques to add visual appeal.	4	3	2	1	0
6.10	Analyze product failure to determine cause and needed modifications to ensure a successful product.	4	3	2	1	0
Benchmark 7.0: Enhance career readiness through practicing appropriate skills in classroom and work-related culinary situations.						
Competencies						
7.1	Demonstrate appropriate communication skills (verbal, listening, writing) to communicate clearly workplace objectives.	4	3	2	1	0
7.2	Practice appropriate social skills, manners and kitchen etiquette, including use of social media.	4	3	2	1	0
7.3	Demonstrate the use of soft skills, leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.	4	3	2	1	0
7.4	Solve problems using creativity, innovation and critical thinking skills independently and in teams.	4	3	2	1	0
7.5	Apply the use of industry technology (ordering, POS, inventory, FOH/BOH Management, Scheduling, Marketing).	4	3	2	1	0
7.6	Develop and manage work plans to meet budget guidelines.	4	3	2	1	0
7.7	Know and understand the importance of professional ethics in culinary/food related applications.	4	3	2	1	0
7.8	Investigate the areas of legal liability within the hospitality industry (foodborne illness, physical injury, licensing issues, etc.).	4	3	2	1	0
7.9	Demonstrate employability skills in lab and work-based experiences (timeliness, responsibility, work ethic, cooperation).	4	3	2	1	0

7.10	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0
7.11	Explore continuing education and employment opportunities for culinary pathways.	4	3	2	1	0

*SDS previously known as MSDS

Course	Food Science	Course #	19254	Credit	1.0	
Pathways & CIP	Food Products and Processing Systems (01.0401); Restaurant and Event Management (12.0504); Biomedical (14.0501)					
Course Description:	A comprehensive, technical level course designed to provide students with the basic skills and knowledge that enhance scientific principles and how those principles can be applied to improve the health of individuals and families. Instruction is given concerning the physical, microbiological, and chemical principles that affect the food we eat. Suggested prerequisite: Chemistry.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Understand (or apply) basic concepts of nutrition and food science principles.						
Competencies						
1.1	Define the term food science and describe the main goal of food scientists.	4	3	2	1	0
1.2	Discuss the interrelationship of food science and nutrition to promote wellness and disease prevention.	4	3	2	1	0
1.3	Define the term sensory evaluation and the qualities that make the sensory characteristics of food.	4	3	2	1	0
1.4	Describe the characteristics of sensory tasting and the impact on people's food preferences.	4	3	2	1	0
Benchmark 2.0: Demonstrate the use of science and technology in food product testing and development.						
Competencies						
2.1	Use leadership and teamwork skills in collaborating with others to accomplish lab goals and objectives.	4	3	2	1	0
2.2	Identify scientific equipment and the proper methods for use.	4	3	2	1	0
2.3	Maintain test kitchen/ laboratory and related equipment and supplies.	4	3	2	1	0
2.4	Implement safety procedures when conducting experiments.	4	3	2	1	0
2.5	Apply scientific principles when conducting research and/or sensory evaluations of food products.	4	3	2	1	0
2.6	Use the metric system of measurement.	4	3	2	1	0
2.7	Conduct testing of food products, utilizing available technology.	4	3	2	1	0
2.8	Analyze data in statistical analysis when making development decisions.	4	3	2	1	0
2.9	Write reports using scientific terminology.	4	3	2	1	0
Benchmark 3.0: Apply risk management procedures to food safety, food testing, and sanitation.						

		Competencies				
3.1	Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Safety Data Sheets (SDS) and explain their requirements in handling hazardous materials.	4	3	2	1	0
3.2	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.	4	3	2	1	0
3.3	Demonstrate practices and procedures that assure personal and workplace health and hygiene (e.g. sanitary food-handling practices, cleaning and sanitizing materials).	4	3	2	1	0
3.4	Identify properties of microorganisms that cause food spoilage and contribute to food-borne illness. e.g. time, temperature, date markings, cross contamination, etc.).	4	3	2	1	0
3.5	Explain the difference between food intoxication and food infection.	4	3	2	1	0
Benchmark 4.0: Understand principles of food biology and microbiology.						
		Competencies				
4.1	Explain the food dehydration process and how it relates to food preparation.	4	3	2	1	0
4.2	Discuss the food canning process.	4	3	2	1	0
4.3	Discuss freeze-drying and/or air-drying processes.	4	3	2	1	0
4.4	Discuss the food irradiation process.	4	3	2	1	0
Benchmark 5.0: Understand and apply principles of food chemistry.						
		Competencies				
5.1	Explain the properties of elements, compounds, and mixtures in foods and food products.	4	3	2	1	0
5.2	Observe and explain why specific chemical reactions occur and the chemical and physical changes in food.	4	3	2	1	0
5.3	Investigate the processes of heat and temperature including: molecular motion & temperature, heat transfer, latent heat in phase changes, and temperature on rates of reaction.	4	3	2	1	0
5.4	Investigate the role of acids and bases in foods and food products (e.g. Why baking soda is used with an acid in baked goods).	4	3	2	1	0
5.5	Explain the coagulation and coalescence processes associated with milk protein and cheese.	4	3	2	1	0
5.6	Discuss the functions of enzymes in food.	4	3	2	1	0
5.7	Analyze the functions of molds and fermentation in food products.	4	3	2	1	0
5.8	Analyze leavening agents and baked goods.	4	3	2	1	0
5.9	Explain the impact of molecular structure of simple and complex carbohydrates on digestion, nutrition, and food preparation procedures.	4	3	2	1	0
5.10	Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.	4	3	2	1	0
5.11	Compare the heat of fusion and the heat of vaporization.	4	3	2	1	0
5.12	Explain the functions of water in food preparation.	4	3	2	1	0

5.13	Explain the three parts of an emulsion and their relationship to each other.	4	3	2	1	0
5.14	Demonstrate various food emulsions and tell the types of each emulsion.	4	3	2	1	0
5.15	Discuss fermentation and food including reasons why.	4	3	2	1	0
5.16	Identify bacteria used to ferment food (e.g. Lactic acid to create sauerkraut, process of making vinegar, fresh-pack vs brine pickling).	4	3	2	1	0
5.17	List the four major leavening agents.	4	3	2	1	0
5.18	Identify the types of doughs and batters used in making quick breads.	4	3	2	1	0
5.19	Demonstrate how air and steam act as leavening agents.	4	3	2	1	0
5.20	Analyze the purposes of the ingredients used in making yeast breads.	4	3	2	1	0
Benchmark 6.0: Analyze career paths within food science and food technology.						
Competencies						
6.1	Explain the roles and functions of individuals engaged in food science and food technology.	4	3	2	1	0
6.2	Analyze opportunities for employment and entrepreneurial endeavors.	4	3	2	1	0
6.3	Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.	4	3	2	1	0
6.4	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

*SDS previously known as MSDS

Course	Entrepreneurship	Course #	12053	Credit	0.5	
Pathways & CIP Codes:	Business Management & Entrepreneurship (52.0799); Business Finance (52.0801); Marketing (52.1402); Restaurant & Event Management (12.0504); Travel & Tourism (52.0901); Mobile Equipment Maintenance – Automotive Collision (47.9999)					
Course Description:	Technical Level: Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses or the ability to use the entrepreneurial mindset in an existing organization. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Understand the concepts, processes, knowledge and skills related to identifying new ideas, opportunities, and and methods utilized in creating or starting a new entrepreneurship/small business venture.						
Competencies						
1.1	Define entrepreneurship and what it means to be an entrepreneur.	4	3	2	1	0
1.2	Explain characteristics of an entrepreneur as it relates to personal assessment and management.	4	3	2	1	0
1.3	Utilize entrepreneurial discovery strategies to generate feasible ideas for business ventures.	4	3	2	1	0
1.4	Develop a concept for a new business venture and evaluate it's feasibility and potential to become successful.	4	3	2	1	0
Benchmark 2.0: Understand the economic principles and concepts fundamental to business operations.						
Competencies						
2.1	Expound on the importance of entrepreneurship on market economies.	4	3	2	1	0
2.2	Demonstrate an understanding of how basic economic concepts are utilized by an entrepreneur/small business owner.	4	3	2	1	0

Benchmark 3.0: Describe an entrepreneur's responsibility to know and abide by laws and regulations that affect all individuals involved in the business operations.

		Competencies				
3.1	Describe the relationship between principled entrepreneurship and personal responsibility.	4	3	2	1	0
3.2	Describe the relationship between government and business.	4	3	2	1	0
3.3	Identify types of business ownership.	4	3	2	1	0
3.4	Demonstrate understanding of managerial and business ethics.	4	3	2	1	0

Benchmark 4.0: Developing and recognizing a successful business venture opportunity through entrepreneurial discovery, concept development, resourcing, actualization and harvesting.

		Competencies				
4.1	Identify successful methods in developing and assessing innovative business ideas.	4	3	2	1	0
4.2	Explain how entrepreneurs recognize marketplace opportunities.	4	3	2	1	0
4.3	Explain tools used by entrepreneurs for venture planning.	4	3	2	1	0
4.4	Explain proper methods in assessing and calculating risk in developing a business venture.	4	3	2	1	0
4.5	Describe the need for continuation planning as it relates with entrepreneurship/small business ownership.	4	3	2	1	0

Benchmark 5.0: Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas.

		Competencies				
5.1	Understand marketing's role and function in business to facilitate economic exchanges with customers.	4	3	2	1	0
5.2	Analyze the role of marketing research in constructing a small business management model.	4	3	2	1	0
5.3	Identify and explain primary and secondary market research.	4	3	2	1	0
5.4	Describe marketing functions and related activities.	4	3	2	1	0
5.5	Describe the components and purpose of a business plan.	4	3	2	1	0
5.6	Identify and evaluate a local entrepreneurial venture/business.	4	3	2	1	0
5.7	Describe methods in dealing with conflict as it relates with entrepreneurship/small business ownership.	4	3	2	1	0

Benchmark 6.0: Understand organizational and financial tools used in making business decisions as it relates to entrepreneurship/small business ownership.

		Competencies				
6.1	Develop project management (organizational skills) to improve efficiency.	4	3	2	1	0
6.2	Identify and explain expense control strategies to enhance the financial well-being of a business.	4	3	2	1	0
6.3	Give explanation on how entrepreneurs incorporate accounting in making business decisions.	4	3	2	1	0

6.4	Understand the need for proper financial and money management as it relates to an entrepreneur/small business owner.	4	3	2	1	0
6.5	Explain and describe cost/benefit analysis as it explains cost-profit relationships.	4	3	2	1	0
6.6	Examine and explain the components and purpose of a financial plan for a business.	4	3	2	1	0
Benchmark 7.0: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and						
Competencies						
7.1	Develop personal traits and behaviors to foster career advancement.	4	3	2	1	0
7.2	Demonstrate employability/career success skills.	4	3	2	1	0
7.3	Explain and demonstrate the nature of effective communications.	4	3	2	1	0

Course	Principles of Marketing	Course #	12164	Credit	1.0
Pathways & CIP Codes:	Marketing (52.1402); Business Management and Entrepreneurship (52.0799); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901)				
Course Description:	Technical Level: This course develops student understanding and skills in such areas as channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.**
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.**
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.**
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.**
- 0. No Instruction / Training: Student has not received instruction or training in this area.**

Student: _____
 Graduation Date: _____
I certify that the student has received training in the areas indicated.
 Instructor Signature: _____

Benchmark 1.0: Marketing

		Competencies				
1.1	Recognize the scope and role of marketing in enhancing the welfare of consumers, organizations, and society.	4	3	2	1	0
1.2	Explain marketing and its importance in a global economy.	4	3	2	1	0
1.3	Describe marketing functions and related activities.	4	3	2	1	0
1.4	Describe the components of a situation analysis.	4	3	2	1	0
1.5	Identify sources of competitive advantage.	4	3	2	1	0
1.6	Analyze the components of the consumer decision-making process.	4	3	2	1	0
1.7	Identify the types of consumer buying decisions and discuss the significance of consumer involvement.	4	3	2	1	0
1.8	Identify and understand the cultural, social, individual, and psychological factors affecting consumer buying decisions.	4	3	2	1	0
1.9	Explain the NAICS (North American Industry Classification System) system as it relates to B2B markets.	4	3	2	1	0
1.10	Identify the 4 major categories of business market customers: Governments, Institutions, Resellers and Producers.	4	3	2	1	0
1.11	Identify the marketing mix elements (product, price, place, and promotion - also known as the 4Ps of the marketing mix).	4	3	2	1	0
1.12	Explain how to identify target markets.	4	3	2	1	0

Benchmark 2.0: Channel Management

		Competencies				
2.1	Explain the nature and scope of channel management.	4	3	2	1	0
2.2	Explain the relationship between customer service and channel management.	4	3	2	1	0
2.3	Explain the nature of channels of distribution.	4	3	2	1	0
2.4	Describe the use of technology in the channel management function.	4	3	2	1	0
2.5	Explain legal and ethical considerations in channel management.	4	3	2	1	0

Benchmark 3.0: Marketing Information Management

		Competencies				
3.1	Describe the need for marketing information.	4	3	2	1	0
3.2	Explain the nature and scope of the marketing information management function.	4	3	2	1	0
3.3	Explain the role of ethics in marketing -information management	4	3	2	1	0
3.4	Describe the ethical use of technology in marketing.	4	3	2	1	0
3.5	Explain the nature of marketing research.	4	3	2	1	0
3.6	Describe the regulation of marketing-information management.	4	3	2	1	0
3.7	Describe options businesses use to obtain marketing research data (i.e., primary and secondary research).	4	3	2	1	0
3.8	Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners).	4	3	2	1	0
3.9	Explain techniques for processing marketing information.	4	3	2	1	0
3.10	Explain the use of descriptive statistics in marketing decision-making.	4	3	2	1	0
3.11	Explain the concept of marketing strategies.	4	3	2	1	0
3.12	Explain the concepts of market and market identification.	4	3	2	1	0

Benchmark 4.0: Pricing

		Competencies				
4.1	Explain the nature and scope of the pricing function.	4	3	2	1	0
4.2	Describe the role of business ethics in pricing.	4	3	2	1	0
4.3	Explain the use of technology in the pricing function.	4	3	2	1	0
4.4	Explain legal considerations for pricing.	4	3	2	1	0
4.5	Explain factors affecting pricing decisions.	4	3	2	1	0

Benchmark 5.0: Product/Service Management

		Competencies				
5.1	Explain the nature and scope of the product/service management function.	4	3	2	1	0
5.2	Identify the impact of product life cycles on marketing decisions.	4	3	2	1	0
5.3	Describe the use of technology in the product/service management function.	4	3	2	1	0

5.4	Explain business ethics in product/service management.	4	3	2	1	0
5.5	Identify consumer protection provisions of appropriate agencies.	4	3	2	1	0
5.6	Explain the concept of product mix.	4	3	2	1	0
5.7	Describe factors used by marketers to position products/services.	4	3	2	1	0
5.8	Describe the uses of grades and standards in marketing.	4	3	2	1	0
5.9	Explain warranties and guarantees.	4	3	2	1	0

Benchmark 6.0: Promotion

		Competencies				
6.1	Explain the role of promotion as a marketing function.	4	3	2	1	0
6.2	Explain the types of promotion.	4	3	2	1	0
6.3	Identify the elements of the promotional mix (e.g. advertising, personal selling, sales promotion, public relations).	4	3	2	1	0
6.4	Describe the use of business ethics in promotion.	4	3	2	1	0
6.5	Describe the use of technology in the promotion function.	4	3	2	1	0
6.6	Describe the regulation of promotion.	4	3	2	1	0
6.7	Explain types of advertising media.	4	3	2	1	0
6.8	Describe word of mouth channels used to communicate with targeted audiences.	4	3	2	1	0
6.9	Explain the nature of direct marketing channels.	4	3	2	1	0
6.10	Explain and identify influencer marketing strategies.	4	3	2	1	0
6.11	Identify communications channels used in sales promotion.	4	3	2	1	0
6.12	Explain communications channels used in public relations activities.	4	3	2	1	0
6.13	Discuss the role of public relations in the promotional mix.	4	3	2	1	0

Benchmark 7.0: Customer Relations

		Competencies				
7.1	Explain the nature of positive customer relations.	4	3	2	1	0
7.2	Demonstrate ability to write various marketing communications.	4	3	2	1	0
7.3	Adapt communication to the cultural and social differences among clients.	4	3	2	1	0
7.4	Interpret business policies to customers/clients.	4	3	2	1	0
7.5	Explain the nature of product/service and corporate branding.	4	3	2	1	0
7.6	Determine ways of reinforcing the company's image through employee performance.	4	3	2	1	0

Benchmark 8.0: Selling

		Competencies				
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8.1	Explain the nature and scope of the selling function and process.	4	3	2	1	0
8.2	Explain the role of customer service as a component of selling relationships	4	3	2	1	0
8.3	Explain key factors in building a clientele.	4	3	2	1	0
8.4	Explain company selling policies.	4	3	2	1	0
8.5	Explain business ethics in selling.	4	3	2	1	0
8.6	Describe the use of technology as the selling function.	4	3	2	1	0
8.7	Describe the nature of selling regulations.	4	3	2	1	0
8.8	Acquire product information for use in selling.	4	3	2	1	0
8.9	Analyze product information to identify product features and benefits.	4	3	2	1	0
8.10	Determine customer/client needs.	4	3	2	1	0
8.11	Recommend specific product.	4	3	2	1	0
8.12	Discuss and research online marketing platforms that fits the needs of brand and product. (i.e., selling only on website, navigating sales widgets, selling on Etsy/Amazon/eBay/etc.).	4	3	2	1	0
Benchmark 9.0: Operations						
	Competencies					
9.1	Analyze company resources to ascertain policies and procedures.	4	3	2	1	0
Benchmark 10.0: Marketing Analytics						
	Competencies					
10.1	Explain the terminology and tools of marketing analytics.	4	3	2	1	0
10.2	Identify metrics for tracking digital and traditional marketing efforts.	4	3	2	1	0
10.3	Understand the importance of using data when making decisions in marketing.	4	3	2	1	0
Benchmark 11.0: Careers						
	Competencies					
11.1	Explore career opportunities in marketing.	4	3	2	1	0
11.2	Illustrate the services of professional organizations in marketing.	4	3	2	1	0
11.3	Explore the online presence and personal brand of oneself (i.e. the student).	4	3	2	1	0
11.4	Explore job and career options in relation to developing the student's IPS, personal interest, financial goals, and desired lifestyle.	4	3	2	1	0
11.5	Explore the Workforce and Labor market information to determine needs when developing WBL experience with a career plan.	4	3	2	1	0
11.6	Identify the purpose and goals of a Career and Technology Student Organization [CTSO].	4	3	2	1	0

Course	Community Connections		Course #	19297	Credit	0.5	
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Government and Public Administration (44.0401)						
Course Description:	Application Level: Community Connections provides community based/school based learning experiences typically within the family and consumer sciences classroom. Learning goals are set by the student, teacher and community partners to create experiences and/or discussions to enhance the development of the workplace skills (e.g. leadership, empathy, communication, problem solving, cooperation, critical thinking, and resource management) needed to be successful in service related careers. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.						
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>							
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.				Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Analyze career paths within family and consumer sciences which align to personal goals and attainment.							
Competencies							
1.1	Analyze opportunities for employment and entrepreneurial endeavors within Family and Consumer Sciences (Human Services and others) in community settings.	4	3	2	1	0	
1.2	Summarize education and training requirements and opportunities for careers in family and consumer sciences.	4	3	2	1	0	
1.3	Enhance job acquisition skills through authentic experiences linked to employment in family and consumer sciences careers.	4	3	2	1	0	
1.4	Analyze the role of professional organizations in family and consumer sciences to enhance professional success.	4	3	2	1	0	
Benchmark 2.0: Investigate factors related to providing individual, family and community services across family and consumer sciences fields.							
Competencies							

2.1	Analyze professional, ethical, legal, and safety issues that confront employees in the community settings of family and consumer sciences careers.	4	3	2	1	0
2.2	Identify licensing laws and regulations that affect providing services in community settings. related to family and consumer sciences.	4	3	2	1	0
2.3	Compare and contrast the roles and responsibilities of local, state, and national agencies and informal support resources providing individual, family and community services.	4	3	2	1	0
2.4	Summarize the rights and responsibilities of clients and their families.	4	3	2	1	0
2.5	Analyze effective individual and family advocacy and self-advocacy strategies to address diverse challenges facing family and consumer sciences professionals working in community resource settings.	4	3	2	1	0
2.6	Identify community opportunities to network and form partnerships in addressing community or client issues.	4	3	2	1	0
Benchmark 3.0: Demonstrate appropriate communication skills that contribute to positive relationships in community applications.						
	Competencies					
3.1	Use appropriate communication modes/strategies for the most effective outcome.	4	3	2	1	0
3.2	Practice respectful interrelationships with sensitivity to gender, equity, age, culture and ethnicity in community applications.	4	3	2	1	0
3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly in community applications.	4	3	2	1	0
Benchmark 4.0: Demonstrate leadership, citizenship, and teamwork skills required nonsuccesses the family and community settings.						
	Competencies					
4.1	Demonstrate quality work and effective communication in community settings.	4	3	2	1	0
4.2	Practice ethical decision making in all situations.	4	3	2	1	0
4.3	Determine the most appropriate response to situations based on legal and ethical considerations.	4	3	2	1	0
Benchmark 5.0: Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities.						
	Competencies					
5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience.	4	3	2	1	0
5.2	Practice balancing work (school) and personal life responsibilities.	4	3	2	1	0
5.3	Demonstrate personal stress management strategies.	4	3	2	1	0

Benchmark 6.0: Demonstrate professional behaviors, skills, and knowledge in family and consumer sciences related settings.

		Competencies				
6.1	Follow rules, regulations, and policies established by the school, community or related entities during family and consumer sciences events and activities.	4	3	2	1	0
6.2	Demonstrate professional and ethical collaborative relationships with teachers, fellow students, family and/or community members.	4	3	2	1	0
6.3	Complete accurate project and/or work-related documents and submit in a timely manner to appropriate leaders.	4	3	2	1	0
6.4	Analyze personal strengths, needs, preferences, and interests through formal and informal assessment practices.	4	3	2	1	0
6.5	Demonstrate safe use of technology in protecting identify of self and others.	4	3	2	1	0

Benchmark 7.0: Enhance effective prevention and management techniques in a variety of settings.

		Competencies				
7.1	Apply critical thinking, intelligent decision making and problem solving to prevent conflicts while addressing community or client issues.	4	3	2	1	0
7.2	Practice 21st century process skills successfully (i.e. decision making, problem solving, goal setting, management, creativity, critical thinking, leadership, cooperation).	4	3	2	1	0
7.3	Analyze the physical and social environments to reduce potential conflicts and promote safety in community settings.	4	3	2	1	0

Course	Career Connections	Course #	19298	Credit	0.5
Pathways & CIP Codes:	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Fashion, Apparel, Interior Design- FAID (50.0499) and Public Administration (44.0401)				
Course Description:	Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>	
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.	Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____

NOTE: If Community Connections (#19297) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmark/competencies below for indication of * which may be omitted.)

Benchmark 1.0: Explore career paths within a specific Family and Consumer Sciences field. *						
	Competencies					
1.1	Compare and contrast the differences and similarities of non-profit and profit based work settings.	4	3	2	1	0
1.2	Analyze local opportunities for employment and entrepreneurial endeavors in Family and Consumer Sciences careers. *	4	3	2	1	0
1.3	Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. *	4	3	2	1	0
1.4	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in Family and Consumer Sciences careers. *	4	3	2	1	0
1.5	Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success. *	4	3	2	1	0

1.6	Analyze all aspects of a selected Family and Consumer related industry.	4	3	2	1	0
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Benchmark 2.0: Investigate factors relating to providing individual, family and community services in a specific Family and Consumer Sciences field. *

		Competencies				
2.1	Analyze professional, ethical, legal, and safety issues that confront employees in Family and Consumer Sciences careers.	4	3	2	1	0
2.2	Identify licensing laws and regulations that impact work performed within Family and Consumer Sciences experiences.	4	3	2	1	0
2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services. *	4	3	2	1	0
2.4	Summarize the rights and responsibilities of clients and their families for a selected FCS Career. *	4	3	2	1	0
2.5	Analyze strategies used to address the diverse challenges of a specific Family and Consumer Sciences related work-based experience. *	4	3	2	1	0
2.6	Analyze the role of non-profit groups in working with for profit work-based businesses to address family and community needs. *	4	3	2	1	0

Benchmark 3.0: Demonstrate appropriate communication skills that contribute to positive relationships in the workforce.

		Competencies				
3.1	Use appropriate communication modes/strategies for the most effective outcome.	4	3	2	1	0
3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).	4	3	2	1	0
3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.	4	3	2	1	0

Benchmark 4.0: Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings.

		Competencies				
4.1	Demonstrate quality work and effective communication in the workplace.	4	3	2	1	0
4.2	Practice ethical decision making in all situations.	4	3	2	1	0
4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.	4	3	2	1	0

Benchmark 5.0: Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities.

		Competencies				
5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a Family and Consumer Sciences career field.	4	3	2	1	0
5.2	Practice balancing work, school and personal life responsibilities.	4	3	2	1	0
5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities. *	4	3	2	1	0

Benchmark 6.0: Demonstrate professional behaviors, skills, and knowledge in Family and Consumer Sciences related work settings.

		Competencies				
6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.	4	3	2	1	0
6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.	4	3	2	1	0
6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.	4	3	2	1	0
6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.	4	3	2	1	0
6.5	Demonstrate safe and appropriate use of technology to protect identity of self and others.	4	3	2	1	0
6.6	Reflect upon personal strengths, weaknesses, preferences, and interests through formal and informal assessments regarding job satisfaction and additional work-related skill development needed to enhance future success in FCS careers.	4	3	2	1	0

Benchmark 7.0: Enhance effective employability skills in work environments.

		Competencies				
7.1	Demonstrate effective communication skills in work related situations.	4	3	2	1	0
7.2	Apply 21st century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).	4	3	2	1	0
7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote positive work climate. *	4	3	2	1	0

Course	Applied Business Development	Course #	32200	Credit	1.0	
Pathways & CIP	Business Management & Entrepreneurship (52.0799); Business Finance (52.0801); Marketing (52.1402); Corrections, Security, Law and Law					
Course Description:	Application Level: Applied Business Development students will practice skills of planning, organizing, directing and controlling functions of operating a business while assuming the responsibilities and risk involved. Students will develop skills in enterprise development, market analysis and financial preparation.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Economics: Understand consumer buying habits when faced with scarce resources and unlimited wants.						
Competencies						
1.1	Apply principled economics and marketing to optimize business value and customer satisfaction.	4	3	2	1	0
1.2	Use economic indicators to detect economic trends and conditions.	4	3	2	1	0
Benchmark 2.0: Business Communication: Assume appropriate roles to create, deliver, receive and manage business communications in the workplace.						
Competencies						
2.1	Identify audience and create communications support statistics for internal and external audiences.	4	3	2	1	0
2.2	Assume the necessary role to perform the responsibilities of delivering and receiving a message.	4	3	2	1	0
2.3	Manage the broad scope of business communications to process, document, and store information efficiently and appropriately.	4	3	2	1	0
2.4	Prepare appropriate materials to reply to inquiries that required a considered response.	4	3	2	1	0
Benchmark 3.0: Management: Assume appropriate roles to create, deliver, receive and manage business communications in the workplace.						
Competencies						
3.1	Exhibit behaviors and actions to effectively hire, motivate and lead people.	4	3	2	1	0

3.2	Exhibit behaviors and actions to effectively motivate and lead change.	4	3	2	1	0
3.3	Exhibit behaviors and actions to effectively motivate and promote the use of teamwork in the workplace.	4	3	2	1	0
3.4	Manage stressful situations to minimize negative workplace interactions.	4	3	2	1	0
Benchmark 4.0: Management: Develop and implement short and long-term strategic plans to manage growth, profit and goals within a specific market segment.						
Competencies						
4.1	Develop and implement annual performance-based operating plans to manage long-range company goals.	4	3	2	1	0
4.2	Develop for implementation a business plan to meet market demands/opportunities.	4	3	2	1	0
Benchmark 5.0: Management: Organize the various business services to address all company components.						
Competencies						
5.1	Analyze the individual role and unit's responsibility in the success of the business.	4	3	2	1	0
5.2	Review current trends, policies and procedures.	4	3	2	1	0
5.3	Organize business components to assure quality products/services are delivered on time.	4	3	2	1	0
Benchmark 6.0: Management: Understand the importance and applications of various types of management.						
Competencies						
6.1	Utilize project-management skills to improve work-flow and minimize costs.	4	3	2	1	0
6.2	Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.	4	3	2	1	0
6.3	Recognize management's role to understand its contribution to business success.	4	3	2	1	0
6.4	Utilize planning tools to guide organization's/department's activities.	4	3	2	1	0
Benchmark 7.0: Management: Employ and manage techniques, strategies, and systems used by management to foster self-understanding and improve business success.						
Competencies						
7.1	Demonstrate managerial and business ethics.	4	3	2	1	0
7.2	Manage internal and external inter-cultural business relationships.	4	3	2	1	0
7.3	Develop personal traits and behaviors to foster career advancement.	4	3	2	1	0
7.4	Exhibit the actions and behaviors most effective for supervising and directing the external relationships in your area of responsibility.	4	3	2	1	0
Benchmark 8.0: Human Resource Management: Direct and supervise personnel to complete company goals and projects.						

Competencies						
8.1	Exhibit actions and behaviors most effective for supervising and directing the financial resources.	4	3	2	1	0
8.2	Exhibit the actions and behaviors most effective for supervising and directing the human resources assigned to you for a company.	4	3	2	1	0
8.3	Exhibit the actions and behaviors most effective for supervising and directing the external relationships in your area of responsibility.	4	3	2	1	0
Benchmark 9.0: Human Resource Management: Evaluate employee performance to provide timely and appropriate responses to personnel issues.						
Competencies						
9.1	Develop and Apply performance standards to evaluate employees.	4	3	2	1	0
9.2	Develop timely responses to employee performance evaluations.	4	3	2	1	0
Benchmark 10.0: Human Resource Management: Employ and manage techniques, strategies, and systems used by management to foster self-understanding and improve business success.						
Competencies						
10.1	Demonstrate managerial and business ethics.	4	3	2	1	0
10.2	Manage internal and external inter-cultural business relationships.	4	3	2	1	0
10.3	Develop personal traits and behaviors to foster career advancement.	4	3	2	1	0
Benchmark 11.0: Finance: Evaluate opportunities to determine potential company changes and implement strategies for catalyzing and guiding changes.						
Competencies						
11.1	Evaluate opportunities to determine potential company changes.	4	3	2	1	0
11.2	Implement the improvement process to guide the change.	4	3	2	1	0
Benchmark 12.0: Finance: Maintain, monitor, plan, and control the use of financial resources to protect an entrepreneur and business financial well-being.						
Competencies						
12.1	Identify potential business threats and opportunities to protect a business financial well-being.	4	3	2	1	0
12.2	Implement accounting procedures to track cash flow and to determine financial status through proper financial statement reporting.	4	3	2	1	0

Benchmark 13.0: Business Law: Understand ethical and legal responsibilities to maintain high quality standards in product and service industries.

		Competencies				
13.1	Create a resource base of alternative plans containing proactive and reactive solutions to manage emergency situations.	4	3	2	1	0
13.2	Establish procedures that educate customers about identified safety and security issues.	4	3	2	1	0
13.3	Apply knowledge of business ownership options to establish and continue business operations.	4	3	2	1	0

Benchmark 14.0: Entrepreneurship: Develop personal traits and behaviors to foster career advancement.

		Competencies				
14.1	Develop a concept for new business venture in order to evaluate its success potential.	4	3	2	1	0
14.2	Determine needed resources for a new business venture to contribute to its start-up viability.	4	3	2	1	0

Benchmark 15.0: Marketing/Public Relations: Manage marketing activities to facilitate business development and growth.

		Competencies				
15.1	Acquire foundational knowledge of customer/client/business behaviors to understand what motivates decision-	4	3	2	1	0
15.2	Understand promotional channels used to communicate with targeted audiences.	4	3	2	1	0
15.3	Employ marketing mix strategies to meet customer expectations, assuring business exchanges.	4	3	2	1	0
15.4	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of growing sales.	4	3	2	1	0

Benchmark 16.0: Careers: Understand careers available in the Business Management and Entrepreneurship Pathway.

		Competencies				
16.1	Students will engage in Work-Based Learning Experiences that may include activities such as internships, simulated work-based experiences, Supervised Entrepreneurial Ownership, Service Learning and Youth Registered Apprenticeships.	4	3	2	1	0
16.2	Explore career opportunities.	4	3	2	1	0
16.3	Understand communications related to employment.	4	3	2	1	0
16.4	Explain how communication skills fuel career successes in a technology-driven, social, and mobile workplace.	4	3	2	1	0
16.5	Illustrate the services of professional organizations in the Business Management and Administration sector.	4	3	2	1	0
16.6	Explore job and career options in relation to developing the student's IPS, personal interest, financial goals, and desired lifestyle.	4	3	2	1	0
16.7	Explore the Workforce and Labor Market information to determine needs when developing WBL experience with a career plan. https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=XR1MIE2O7Rmn9KjAm0oNxA==	4	3	2	1	0
16.8	Identify the purpose and goals of a Career and Technology Student Organization [CTSO].	4	3	2	1	0

Course	Culinary Workplace Experience	Course #	16098	Credit	1.0
Pathways & CIP	Restaurant and Event Management (12.0504)				
Course Description:	This course applies the skills needed in the culinary arts profession. It includes the application of skills within a school-based, community-based experience or work-based internship. Students enrolled in this course are expected to learn and practice skills in the culinary field so that they are able to apply them in work-based experiences following industry standards and regulations. Previously Culinary Applications.				

Directions: *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

<p>Rating Scale:</p> <p>4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.</p> <p>3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision.</p> <p>2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision.</p> <p>1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.</p> <p>0. No Instruction / Training: Student has not received instruction or training in this area.</p>	<p>Student: _____</p> <p>Graduation Date: _____</p> <p>I certify that the student has received training in the areas indicated.</p> <p>Instructor Signature: _____</p>
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Benchmark 1.0: Analyze careers and work qualities within the food production and food services industries.

		Competencies				
1.1	Demonstrate steps needed to obtain a job in the food service industry.	4	3	2	1	0
1.2	Communicate work-related information to the instructor, adult mentor (if assigned) and school coordinator in a timely manner.	4	3	2	1	0
1.3	Demonstrate proper writing and grammar skills to effectively communicate with employers, co-workers and customers.	4	3	2	1	0
1.4	Know and understand the importance of professional ethics and legal responsibilities in culinary/food related applications.	4	3	2	1	0
1.5	Illustrate educational and work-related accomplishments (i.e. certifications, licenses) in an electronic career portfolio.	4	3	2	1	0
1.6	Explore continuing education and employment opportunities for culinary pathways.	4	3	2	1	0

Benchmark 2.0: Demonstrate industry-based food safety and sanitation procedures.

		Competencies				
2.1	Demonstrate knowledge of proper safety procedures and OSHA requirements for safety of self and others.	4	3	2	1	0
2.2	Demonstrate food safety, sanitation and appropriate personal hygiene to ensure the safety of food.	4	3	2	1	0

2.3	Practice preventative measures against the Big 6 (Norovirus, Nontyphoidal Salmonella, Salmonella Typhi, E. coli, Shigella, and Hepatitis A) sources, symptoms and prevention measures.	4	3	2	1	0
2.4	Continue implementation of knowledge of food allergens, warnings, and avoiding cross-contact.	4	3	2	1	0
2.5	Implement proper chemical handling and storage procedures (maintain and follow SDS guidelines).	4	3	2	1	0
Benchmark 3.0: Demonstrate industry standards in selecting, using and maintaining food production and food services equipment.						
Competencies						
3.1	Demonstrate proper use, handling and cleaning of equipment using correct procedures.	4	3	2	1	0
3.2	Demonstrate and understand sanitary and safety design and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).	4	3	2	1	0
3.3	Operate tools and equipment following safety procedures and OSHA age restrictions and requirements.	4	3	2	1	0
3.4	Identify and explore food service equipment technology.	4	3	2	1	0
Benchmark 4.0: Demonstrate professional food preparation methods and techniques to produce a variety of food products that meet customer needs.						
Competencies						
4.1	Demonstrate ability to follow standard culinary production practices in producing food for clients/customers.	4	3	2	1	0
4.2	Demonstrate understanding of the principles of food production management (i.e. menu management, cost control, standardized recipes, nutrition, portion control and plating).	4	3	2	1	0
4.3	Demonstrate positive customer service skills (e.g. active listening, conflict resolution, meeting customer expectations).	4	3	2	1	0
Benchmark 5.0: Demonstrate implementation of food service employee expectations.						
Competencies						
5.1	Exhibit behavior associated with good judgment in order to make justifiable work-related decisions.	4	3	2	1	0
5.2	Take initiative by completing tasks without being prompted.	4	3	2	1	0
5.3	Identify and practice work habits necessary to retain and advance in your position (e.g. timeliness, responsibility, work ethic, cooperation).	4	3	2	1	0
5.4	Accomplish work-related goal(s).	4	3	2	1	0
5.5	Demonstrate collaborative skills in accomplishing group tasks in work-based experiences.	4	3	2	1	0
5.6	Demonstrate proper procedures within the flow of food including purchasing, receiving, storage, preparation, and service (OSHA, FIFO, HACCP).	4	3	2	1	0
5.7	Demonstrate the ability to follow work plans within budget guidelines.	4	3	2	1	0

5.8	Access and understand Kansas Labor Rights including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.	4	3	2	1	0
5.9	Understand the different forms of management and their purposes (kitchen brigade) - BOH and FOH.	4	3	2	1	0
5.10	If applicable, demonstrate the general rules of table settings.	4	3	2	1	0
5.11	Practice quality customer service and understand how it affects an operation's success.	4	3	2	1	0
5.12	Demonstrate employability skills according to industry standards (timeliness, proper dress, responsibility, work ethic, cooperation, appropriate use of social media).	4	3	2	1	0

*SDS previously known as MSDS

HOSPITALITY AND TOURISM CAREER CLUSTER DESIGN

Travel and Tourism Pathway

CIP CODE 52.0901

APPROVED PATHWAY:

1. Includes a minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consist of a sequence:
 - Introductory-level course.
 - Technical-level course.
 - Application-level course.
4. Supporting documentation includes:
 - Articulation Agreement(s).
 - Certification.
 - Program Improvement Plan.
 - Program of Study.
5. Technical-level and Application-level courses receive .5 state weighted funding in an approved CTE pathway.

INTRODUCTORY LEVEL

Title	Code	Credit
Business Essentials	12050	0.5
Introduction to Family and Consumer Sciences	19251	1
Career and Life Planning	19258	0.5

TECHNICAL LEVEL

Title	Code	Credit
Entrepreneurship	12053	0.5
Principles of Marketing	12164	1
Culinary Essentials	16052	0.5
● Foundations of Hospitality and Lodging	16101	0.5
● Foundations of Travel and Tourism	16151	0.5
Nutrition and Wellness	19253	0.5
* Event Planning and Management	34052	0.5

APPLICATION LEVEL

Title	Code	Credit
Hospitality and Lodging Management	16148	1
# Community Connections	19297	0.5
# Career Connections	19298	0.5

- * Required course for pathway approval.
- # Has a prerequisite of **ONE** credit within Human Services Pathway courses.
- Must choose at least **ONE** of these Technical Level courses for pathway approval.

Summary of Pathway Changes for 2023-2024

Restaurant and Event Management (12.0504)

- Updated pathway design sheet to reflect changes.
- Course 16052 Culinary Essentials competencies and course description updated.
- Course 34052 Event Planning and Management competencies and course description updated.
- Course 34053 Foundations of Travel and Tourism course number changed to 16151; competencies and course description updated.
- Course 34056 Culinary Arts I course number changed to 16053; competencies and course description updated.
- Course 34058 Culinary Arts II course number changed to 16055; competencies and course description updated.
- Course 34057 Baking and Pastry I course number changed to 16057; competencies and course description updated.
- Course 22203 Food Science course number changed to 19254; competencies and course description updated.
- Course 34198 Culinary Applications name changed to Culinary Workplace Experience; course number changed to 16098; competencies and course description updated.

Travel and Tourism (52.0901)

- Updated pathway design sheet to reflect changes.
- Course 16052 Culinary Essentials competencies and course description updated; course will no longer be required for pathway approval.
- Course 34052 Event Planning and Management competencies and course description updated.
- Course 34053 Foundations of Travel and Tourism course number changed to 16151; competencies and course description updated.
- Course 34054 Foundations of Hospitality and Lodging course number changed to 16101; competencies and course description updated.
- Course 34200 Hospitality and Lodging Management name changed to Hospitality and Lodging Workplace Experience; course number changed to 16148; competencies and course description updated.

Family, Community, Consumer Services (19.0799)

- Course 16052 Culinary Essentials competencies and course description updated.

Business Management and Entrepreneurship (52.0799)

- Course 16052 Culinary Essentials competencies and course description updated.

Food Products and Processing Systems (01.0401)

- Course 22203 Food Science course number changed to 19254; competencies and course description updated.

Biomedical (14.0501)

- Course 22203 Food Science course number changed to 19254; competencies and course description updated.

Course	Foundations of Hospitality & Lodging	Course #	16101	Credit	0.5
Pathways & CIP	Travel & Tourism (52.0901)				
Course Description:	Technical Level: This course provides students with an overview of the knowledge and skills related to the business of lodging. It will include an exploration of the many aspects of the industry, basic processes and procedures (i.e. housekeeping, check in procedures) as well as the guest cycle.				

Directions: The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

Rating Scale:

- 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.**
- 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.**
Requires limited supervision.
- 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.**
Requires close supervision.
- 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.**
- 0. No Instruction / Training: Student has not received instruction or training in this area.**

Student: _____

Graduation Date: _____

I certify that the student has received training in the areas indicated.

Instructor Signature: _____

Benchmark 1.0: Analyze careers and work qualities within the hospitality, tourism, recreation and event planning industries.

		Competencies				
1.1	Identify career opportunities within the lodging industry (full and select service) and the skills/experiences needed for the career path.	4	3	2	1	0
1.2	Analyze the different positions within the lodging industry and the role of hospitality in each (e.g. bell person, luggage and transportation, valet, door person, concierge, desk clerk, management).	4	3	2	1	0
1.3	Examine how professionalism impacts a positive experience for guests and fellow employees (appearance/attire, attitude, picking up on verbal and non-verbal skills, social media).	4	3	2	1	0
1.4	Understand the need for accuracy in mathematics, reading comprehension and writing to correctly deliver products or services in lodging.	4	3	2	1	0
1.5	Demonstrate leadership, teamwork and communication skills needed to create a good working environment.	4	3	2	1	0
1.6	Analyze the organizational structure of the lodging industries and explain the role of individual departments as they impact the business as a whole.	4	3	2	1	0

Benchmark 2.0: Understand the safety and security procedures for various departments (i.e. housekeeping, front desk).

		Competencies				
2.1	Analyze how to provide services to all guests (i.e. guests with disabilities, elderly, pet owners, families with children, etc.).	4	3	2	1	0
2.2	Compare and contrast housekeeping procedures for departure vs stay-over.	4	3	2	1	0

2.3	Analyze an action plan to address health and emergency hazards (biohazards safety and pests).	4	3	2	1	0
Benchmark 3.0: Apply concepts of quality service to assure customer satisfaction.						
Competencies						
3.1	Apply industry standards for service that meets cultural and geographic expectations of guests or customers.	4	3	2	1	0
3.2	Analyze front office operations to ensure quality service and guest satisfaction.	4	3	2	1	0
3.3	Evaluate customer service evaluation documents.	4	3	2	1	0
3.4	Determine communication strategies to foster positive relationships and/or solve guest conflicts.	4	3	2	1	0
3.5	Demonstrate telephone and communications systems etiquette.	4	3	2	1	0
3.6	Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism and recreation needs of special populations.	4	3	2	1	0
Benchmark 4.0: Demonstrate an understanding of the hospitality and lodging industry.						
Competencies						
4.1	Explain the interrelationship of lodging and hospitality.	4	3	2	1	0
4.2	Compare and contrast the different classifications of hotels and lodging positions to include types of hotels and service levels (e.g. Select and full-service hotels, bed and breakfast, chains, Airbnb).	4	3	2	1	0
4.3	Identify property organization to include hotel divisions and departments.	4	3	2	1	0
4.4	Analyze government regulations pertaining to health, safety and sanitation practices in the hospitality industry.	4	3	2	1	0
4.5	Understand the stages in a guest cycle (i.e. pre-arrival, arrival, occupancy and departure) and the staff responsibilities or processes that are completed in each step.	4	3	2	1	0
4.6	Analyze the guest check in and information collection process (guest reviews and surveys).	4	3	2	1	0
4.7	Identify different types of revenue and costs in the hotel industry and how they impact profits.	4	3	2	1	0
4.8	Explain the role of the hotel food and beverage division within a lodging venue (i.e. pantry, restaurants, banquets and catering, room service, breakfast buffet).	4	3	2	1	0
Benchmark 5.0: Enhance career readiness through practicing appropriate skills in hospitality and lodging industries.						
Competencies						
5.1	Demonstrate self-discipline, self-worth, positive attitude and integrity in work place.	4	3	2	1	0
5.2	Demonstrate flexibility and willingness to learn new knowledge and skills.	4	3	2	1	0
5.3	Prioritize tasks to be completed.	4	3	2	1	0
5.4	Use information technology tools to manage and perform tasks related to this industry.	4	3	2	1	0
5.5	Demonstrate time management skills.	4	3	2	1	0
5.6	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0

Course	Hospitality & Lodging Workplace Experience	Course #	16148	Credit	1.0	
Pathways & CIP	Travel & Tourism (52.0901)					
Course Description:	Application Level: This course is designed to provide workplace experiences within the lodging industry. Content will include the analysis, observation and demonstration of skills necessary for success. An introduction to all aspects of the industry will be included (i.e. management, financial, front office, housekeeping, food service and guest services). Previously Hospitality and Lodging Management.					
Directions: <i>The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.</i>						
Rating Scale: 4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude. 3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude. Requires limited supervision. 2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude. Requires close supervision. 1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude. 0. No Instruction / Training: Student has not received instruction or training in this area.			Student: _____ Graduation Date: _____ I certify that the student has received training in the areas indicated. Instructor Signature: _____			
Benchmark 1.0: Analyze careers and work qualities within the hospitality, tourism and event planning industries.						
Competencies						
1.1	Demonstrate knowledge of lodging and industry skills by utilizing correct terminology and equipment.	4	3	2	1	0
1.2	Practice time management strategies.	4	3	2	1	0
1.3	Identify strategies in handling multiple responsibilities as the manager/supervisor.	4	3	2	1	0
1.4	Determine personal strengths and weaknesses in this career field.	4	3	2	1	0
1.5	Compare and contrast various roles of leaders within an organization.	4	3	2	1	0
Benchmark 2.0: Understand the procedures applied to safety, security, and environmental issues.						
Competencies						
2.1	Analyze safety plans and procedures as they relate to lodging facilities and emergency practices.	4	3	2	1	0
2.2	Demonstrate procedures for assuring guest or customer safety.	4	3	2	1	0
2.3	Evaluate evacuation plans and emergency procedures.	4	3	2	1	0
2.4	Demonstrate management and conservation of resources for energy efficiency and protection of the environment.	4	3	2	1	0
2.5	Design a system for documenting, investigating, and taking action on safety, security and environmental issues.	4	3	2	1	0

Benchmark 3.0: Apply concepts of quality service to assure customer satisfaction.						
Competencies						
3.1	Demonstrate professionalism within the hospitality and lodging industry (i.e. courteous telephone behavior, professional appearance/attire, attitude, verbal skills and picking up on verbal/nonverbal cues).	4	3	2	1	0
3.2	Apply industry standards for service that meets cultural and geographic expectations of guests or customers.	4	3	2	1	0
3.3	Analyze how employee dispositions can impact customer satisfactions.	4	3	2	1	0
3.4	Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.	4	3	2	1	0
3.5	Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.	4	3	2	1	0
3.6	Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations.	4	3	2	1	0
Benchmark 4.0: Demonstrate skills related to the hospitality and lodging industry.						
Competencies						
4.1	Identify important information that front office employees would need to know about the property and community.	4	3	2	1	0
4.2	Determine what information is needed for room forecasting and how forecasting is used throughout the property.	4	3	2	1	0
4.3	Describe the features of a guest accounting computer module.	4	3	2	1	0
4.4	Research customer payments options for goods or services and how they impact the bottom line.	4	3	2	1	0
4.5	Demonstrate the functions of the night audit and the basic accounting posting formula used to complete it.	4	3	2	1	0
4.6	Examine the role of the executive housekeeper and the importance of planning in relation to inventory lists, frequency schedules, staffing, scheduling, budgeting, labor costs, and safety concerns.	4	3	2	1	0
4.7	Determine workforce expectations and responsibilities of the lodging business and adhere to them as a student intern.	4	3	2	1	0
4.8	Apply knowledge and skills to the execution of food service and event planning experiences.	4	3	2	1	0
Benchmark 5.0: Enhance career readiness through practicing appropriate skills in hospitality and lodging industries.						
Competencies						
5.1	Demonstrate self-discipline, self-worth, positive attitude and integrity in classroom.	4	3	2	1	0
5.2	Demonstrate flexibility and willingness to learn new knowledge and skills.	4	3	2	1	0
5.3	Prioritize tasks to be completed as a lodging professional.	4	3	2	1	0
5.4	Use information technology tools to manage and perform tasks related to the industry.	4	3	2	1	0
5.5	Demonstrate time management skills.	4	3	2	1	0
5.6	Review and enhance an electronic career portfolio to document knowledge, skills and experiences, and individual plan of study.	4	3	2	1	0