Delaware Department of Education

CTE & STEM Office

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Dover, DE 19901

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**DELAWARE CTE PROGRAM OF STUDY APPLICATION**

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| LOCAL EDUCATION AGENCY INFORMATION | | |
| **Local Education Agency (LEA):** | | |
| **School(s) where the Program of Study will be Located:** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Title:**  Hospitality & Tourism | **Career Pathway Title:**  Restaurants &  Food/Beverage Services | **Program of Study Title:**  Culinary & Hospitality Management –  6 credit |
| **CTE Program of Study Course Titles & Sequence:**   1. Fundamentals of Culinary Arts & Hospitality (FCH) 2. Advanced Food Production & Hospitality Management (AFH) 3. The Culinary & Hospitality Professional (CHP) 4. Nutrition & Allergens (NA) 5. Baking & Pastry (BP) 6. Introduction to Hospitality (IH) | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| ASSURANCES & SIGNATURES | | |
| CTE Program of Study approval and funding is contingent upon the following assurances:   1. The LEA will comply with Delaware Administrative Code, 14 Del.C. §525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement. | | |
| LEA CTE Coordinator Signature: Date: | | |
| LEA Chief School Officer Signature: Date: | | |

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| PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION |
| Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable*. |
| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| LABOR MARKET DEMAND |
| Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/2016) document. |
| Access the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/2016) document.  The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.  No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway. |

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| ACADEMIC AND TECHNICAL SKILL STANDARDS |
| List the academic, technical, and workplace skills and knowledge used to develop the program of study. |
| **Title and source of academic standards:**  [Common Core State Standards (CCSS)](http://www.corestandards.org/)  The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above.  Within the Culinary & Hospitality Management program of study the national ProStart curriculum has been aligned to the CCSS for each course. The program has students apply the CCSS English language arts/literacy standards, specifically the College and Career Readiness Anchor Standards for Reading, Writing, and Speaking & Listening as well as the Literacy Standards for Science and Technical Subjects to engage in course work and work as a team. Additionally, the program has students apply the CCSS Mathematics standards, specifically the Standards for Mathematical Practice as well as standards at the high school level to solve technical problems and operations. A standards and objectives alignment tool is available for the ProStart courses at: <http://www.pearsonschool.com/index.cfm?locator=PSZu7z&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=812&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=23124&PMDbProgramId=71141&elementType=correlations>.  [Next Generation Science Standards (NGSS)](http://www.nextgenscience.org/)  The Next Generation Science Standards (NGSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K–12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. The ProStart curriculum has students apply the NGSS standards at the high school level, particularly the Physical Sciences. Specific reactions are intentionally caused to produce the desired results in food chemistry. Biology is introduced through food safety and sanitation. For more information on the NGSS, please visit the link above. |
| **Title and source of technical skill standards:**  National Restaurant Association Education Foundation (NRAEF)  The NRAEF’s ProStart program reaches more than 95,000 students at 1,900 high schools in 48 states, Guam and U.S. military bases, at home and abroad. For 15 years, ProStart has been providing high school students with the training they need to be successful. To provide access to industry education, they have awarded more than $14 million in scholarships for students and educators since 1977.  ProStart® is a national instructional program of the National Restaurant Association Education Foundation. Students explore management and culinary skills needed for success in the restaurant/hospitality industry. ProStart trains students on industry-specific skills that can be used in all aspects of the restaurant and hospitality industry. Students also leave the program with employability skills – like leadership, accountability, teamwork and responsibility – that they can take with them to positions in all industries. |
| **Title and source of workplace or other skill standards, as applicable:**  [Common Career Technical Core (CCTC)](http://www.careertech.org/CCTC)  The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists.  The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study. For more information on the CCTC, please visit the link above. Within the Culinary & Hospitality Management program of study, the CCTC standards for the Hospitality and Tourism Cluster have been embedded in each course. The program has students apply the CCTC Hospitality & Tourism standards, specifically the Restaurants and Food/Beverage Services Career Pathway standards.  [Career Ready Practices (CRP)](http://www.careertech.org/career-ready-practices)  The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. For more information on the CRP, please visit the link above. Within the Culinary & Hospitality Management program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career. |

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| EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES |
| Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s)*. |
| **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):**  The ProStart® National Certificate of Achievement (COA) is an industry-recognized certificate that signifies a strong foundation in the basic management and culinary skills considered critical to success by industry leaders. To earn the ProStart national COA, a student must pass the National Restaurant Association’s Year 1 and Year 2 exams as well as complete 400 hours of mentored work experience. It is the expectation that the 400 hours of mentored work experience be completed in conjunction with the program of study.  Within ProStart® students will have the opportunity to participate in rich classroom experiences, learn foundational culinary and management skills, and then apply those skills in real-life experience gained by working in the industry. ProStart® students learn how to be an industry professional through hands-on work under the direction of a mentor. Mentors help students make the connection between their program of study and their future career. Mentors and work-based learning opportunities are arranged through the Delaware Restaurant Association. |
| **List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):**  [Heartsaver First Aid/CPR/AED](http://www.heart.org/HEARTORG/CPRAndECC/WorkplaceTraining/HeartsaverCourses/Heartsaver-First-Aid-CPR-AED---Classroom_UCM_303778_Article.jsp)  Rescuers learn the knowledge and psychomotor skills they need to recognize emergencies and give first aid. The first aid section covers general principles, medical emergencies, injuries, and environmental emergencies. The CPR section covers adult, child, and infant CPR and choking, and the AED covers theory and operation of the AED.  [National Certificate of Achievement](http://www.nraef.org/students/certificate-of-achievement)  The ProStart® National Certificate of Achievement (COA) in an industry-recognized certificate that signifies a strong foundation in the basic management and culinary skills considered critical to success by industry leaders. To earn the ProStart National COA, a student must pass the National Restaurant Association’s Year 1 and Year 2 exams, and complete 400 hours of mentored work experience.  [ManageFirst Nutrition Certificate](http://managefirst.restaurant.org/)  The ManageFirst certificate is an industry-recognized certificate that demonstrates practical knowledge in a variety of program topics. The Nutrition exam will be administered to show competence.  [ServSafe Manager Certification](https://www.servsafe.com/manager/food-safety-training-and-certification)  The ServSafe Manager certification blends the latest FDA Food Code, food safety research, and years of food sanitation training experience. Managers learn to implement essential food safety practices and create a culture of food safety. All content materials are based on job tasks identified by foodservice industry experts.  [ServSafe Allergen Certification](https://www.servsafe.com/ss/catalog/ProductList.aspx?SCID=84&RCID=46)  The number of Americans affected by food allergies is trending higher every year. Dining out is a serious concern for those who deal with this life-threatening condition. Managers acquire the information and skills needed to ensure staff take the necessary precautions to assure customer safety. |
| **Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, degree, other). The partner organization and hours of credit earned should be included, as applicable:**  Delaware students who successfully complete Fundamentals of Culinary Arts & Hospitality, Advanced Food Production & Hospitality Management, and The Culinary & Hospitality Professional courses in the pathway and have demonstrated college readiness in math and ELA will received advanced credit at Delaware Technical Community College for:   * HRI 211 – Food Principles/Menu Planning (3 credits). This course is offered as part of the Hospitality Management Program.   Delaware students who successfully complete Fundamentals of Culinary Arts & Hospitality, Advanced Food Production & Hospitality Management, and The Culinary & Hospitality Professional in the pathway, earn ServSafe Food Production Manager Certification, and have demonstrated college readiness in math and ELA will received advanced credit at Delaware Technical and Community College for:   * FSY 100 - Food Safety & Sanitation (4 credits). This course is offered as part of the Food Safety degree program. * CUL119 – Food Safety & Sanitation (2 credits). This course is offered as part of the culinary degree program and the Hospitality Management degree program.   Delaware students in the pathway will be eligible for dual-enrollment during the senior year in the following course:   * HRI 101 – Introduction to Hospitality (3 credits). This course is offered as part of the Hospitality Management degree program.   In addition to Delaware colleges and universities, ProStart® partners with more than 60 [colleges and universities](http://www.nraef.org/Public/Meet-ProStart/ProStart_CollegiatePassport-1) across the country to recognize and reward the great work being accomplished by ProStart® schools, students, and teachers. Opportunities for students typically include scholarships, admission preference, and college-level recognition based on program completion and obtainment of the ProStart® National Certificate of Achievement (COA). For more information on national recognition opportunities, please visit the link above.  The Department of Education is currently negotiating articulation agreements with Delaware State University and the University of Delaware. |
| **List technical skill assessment(s) for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, other):**  Certification/credentialing exam (specify): ProStart® National Certificate of Achievement (COA)  Nationally recognized exam (specify): ServSafe Manager Certification  Advanced standing (specify):  Delaware Technical Community College:  CUL119 – Food Safety & Sanitation – 2 credits  FSY100 – Food Safety & Sanitation – 4 credits  HRI211 – Food Principles/Menu Planning – 3 credits  Dual-enrollment:  Delaware Technical Community College:  HRI101 - Introduction to Hospitality – 3 credits |

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| POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS |
| Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s). |
| **Program of Study Overview**:  TheCulinary & Hospitality Management program of study is a six (6) course Career and Technical Education (CTE) program that is supported by the National Restaurant Association Education Foundation. Students explore management and culinary skills needed for success in the restaurant/hospitality industry. Students learn industry-specific skills that can be used in all aspects of the restaurant and hospitality industry along with the employability skills like leadership, accountability, teamwork, and responsibility. The program prepares students for careers such as Executive chef and Sous Chef, Food Service Manager, Kitchen Manager, and Line Cook. This CTE program consists of six (6) courses: Fundamentals of Culinary Arts & Hospitality, Advanced Food Production & Hospitality Management, the Culinary & Hospitality Professional, Nutrition and Allergens, Baking & Pastry, and Hospitality Operations and Management.   * **Fundamentals of Culinary Arts & Hospitality (FCH)** provides an overview of the restaurant and hospitality industry and the importance of food safety and sanitation. Students have the opportunity to prepare a variety of foods and learn the equipment and techniques for a successful operation. Students are introduced to the commercial kitchen, including how to use commercial food equipment in a safe and sanitary manner as well as proper pre-preparation techniques including mise en place. The course acquaints the student with the scope and complexity of the hospitality industry and the importance of good management skills. * **Advanced Food Production & Hospitality Management (AFH)** further expands upon the culinary essentials and hospitality management skills learned through lab experiences. This course incorporates customer relations, cost controls, marketing, purchasing, inventory, and communications. All skills are practiced through classroom-managed food service operations. Professional skills needed to effectively manage an organization and engage in customer service are integrated. * **The Culinary & Hospitality Professional (CHP)** offers students the opportunity to refine employability skills such as leadership, accountability, teamwork, and responsibility. Students learn the role of accurate menu creation and design along with the critical thinking and problem solving skills to address real-life case studies while continuing to hone their culinary and management skills. Global cuisines and sustainability in the hospitality industry are incorporated. Diverse management styles are applied. * **Nutrition and Allergens (NA)** provides students information regarding the classification, chemistry, functions, deficiency symptoms, and dietary sources of essential nutrients, as well as culinary practices that maintain nutrients. Students explore issues of energy balance and utilize diet-planning guides, including MyPlate. Additionally, students identify allergens and recognize the importance of ensuring that foods are labelled correctly in order to keep consumers safe. * **Baking & Pastry (BP)** offers students the opportunity to advance their culinary skills in preparing breads, desserts and pastries, and advanced pastry work. Students will explore the cultural and historical relevance of food. Students prepare a variety of pastry doughs, cakes, desserts, and garnishes and plate appropriately. The function and property of various ingredients is examined and students accurately scale and convert recipes and select proper tools and equipment. * **Introduction to Hospitality (IH)** provides an extensive overview of the hospitality industry. Emphasis is placed on the variety of operations, diversity of management, personal opportunities, and market segments. Students analyze the components of the hospitality and tourism industry while identifying potential career paths within the industry. This course is offered as a dual-enrollment course through Delaware Technical Community College (HRI101 – Introduction to Hospitality). *The instructor for this course must meet Delaware Technical Community College (DTCC) qualifications. LEAs will work with DTCC to assure compliance. The Department of Education will provide technical assistance as needed.* |
| **End-of-Program Assessment(s):**  Certification/credentialing exam (specify): ProStart® National Certificate of Achievement (COA)  Licensing exam (specify):  Nationally recognized exam (specify): ServSafe Management Certification  Other (specify): |
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| **Course Title:**  Fundamentals of Culinary Arts & Hospitality (FCH) |
| **Course Description (include prerequisites):**  Fundamentals of Culinary Arts & Hospitality provides an overview of the restaurant and hospitality industry and the importance of food safety and sanitation. Students have the opportunity to prepare a variety of foods and learn the equipment and techniques for a successful operation. Students are introduced to the commercial kitchen, including how to use commercial food equipment in a safe and sanitary manner as well as proper pre-preparation techniques including mise en place. The course acquaints the student with the scope and complexity of the hospitality industry and the importance of good management skills. |
| **Course Knowledge and Skills (what students will know and be able to do):**  By the end of this course, students will:   1. Perform career exploration activities in the culinary and hospitality industry by researching current skills and knowledge needed for career success as well review projected job growth in the field. 2. Apply management principles to create a culture that values collaboration and teamwork so that critical thinking, effective planning, collaborative decision making, and clear plans of action can be developed and incorporated in a business. 3. Practice time management skills in culinary arts and in management settings to establish priorities, practice efficient production and management techniques, work with staff and co-workers to encourage desirable behavior, as well as establish a work and management schedule. 4. Perform mathematical calculations which include: calculating percentage and ratios, applying formulas, and statistics to increase/decrease the yield of a recipe, ensure consistent food quality and minimize waste, and to perform business operations needed in a successful institution. 5. Apply ServSafe strategies to consistently handle food using industry techniques that include: proper hand-washing, cross-contamination prevention, ensuring that HACCP principles are followed, preventing time-temperature abuse, and practicing good personal hygiene in the kitchen. 6. Apply knowledge of kitchen equipment to ensure safe operations in the kitchen, efficient use of time, cost control, and consistent food quality. 7. Practice mise en place with the preparation of ingredients, pans, utensils, equipment, time, and service pieces to be sure that foods are completed on time and served at the best quality. 8. Demonstrate proper selection and care of knives and be able to consistently make the following cuts: dice, mince, chiffonade, chop, batonnet, julienne, and brunoise to produce standard-sized foods which result in uniform cooking times and greater visual appeal. 9. Prepare a stock using the essentials of a liquid, aromatics, mirepoix, and a flavoring ingredient; demonstrate proper handling and chilling the stock. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Begin Accrual of Mentored Work Experience Hours for ProStart® National Certificate of Achievement (COA) |
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| **Course title:**  Advanced Food Production & Hospitality Management (AFH) |
| **Course description (include prerequisites):**  The Advanced Food Production & Hospitality Management course further expands upon the culinary essentials and hospitality management skills learned through lab experiences. This course incorporates customer relations, cost controls, marketing, purchasing, inventory, and communications. All skills are practiced through a classroom-managed food service operation. Professional skills needed to effectively manage an organization and engage in customer service are integrated.  Prerequisite: Fundamentals of Culinary Arts & Hospitality |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course, students will:   1. Develop a proposal for a new restaurant/institution that is: based on market research; an analysis of the type of cuisine to be served and/or desired services; create a menu and information that communicates the restaurant/institution’s brand; and determine the location of the restaurant/institution, type of interior, basic layout that conveys flow, promotional strategies, and profitability projections that would support that restaurant/institution. 2. Conduct customer service surveys and questionnaires to evaluate menu items and alter them as necessary to: increase the nutritional value, be more responsive to a variety of customer dietary needs, and maximize the nutritional value while maintaining or increasing profits. 3. Calculate food costing to determine profit and loss so that adjustments in ingredients, portion size, recipe yield, and pricing can be adjusted to result in the highest profit margin. 4. Define a process for procuring products and services to ensure that goods are purchased at the best price, delivered in a timely manner, stored correctly, and inventoried properly to be used efficiently so that waste is minimized. 5. Purchase, prepare, and store a variety of foods to demonstrate knowledge of safe and efficiently serving food at optional quality and flavor. 6. Demonstrate professional written and verbal communication techniques so that messages are accurately portrayed and professionalism is conveyed. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify): ProStart Level 1 Exam  Other (specify): Continue Accrual Mentored Work Experience Hours for ProStart® National Certificate of Achievement (COA) |
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| **Course title:**  The Culinary & Hospitality Professional (CHP) |
| Course description (include prerequisites):  The Culinary & Hospitality Professional course offers students the opportunity to refine employability skills such as leadership, accountability, teamwork, and responsibility. Students learn the role of accurate menu creation and design along with critical thinking and problem solving skills to address real-life case studies while continuing to hone their culinary and management skills. Global cuisines and sustainability in the hospitality industry are incorporated. Diverse management styles are applied.  Prerequisite: Advanced Food Production & Hospitality Management |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course, students will:   1. Prepare a resume that reflects career goals, education, and certifications, as well as knowledge and skills acquired with the program of study to be presented for employment; work with peers to review and prepare a cover letter and questions for a potential employer 2. Compare various organizational structures and management styles to determine the effectiveness of each, taking into consideration the impact on: human resources, product, cost control, customer satisfaction, and facilities management. 3. Apply content from case-studies to further develop critical thinking skills, reflect on action plans as well as related work, apply creativity to develop solutions, and obtain practical knowledge while improving problem-solving skills. 4. Demonstrate specific sustainability techniques that a restaurant/institution could employ to: reduce waste, improve efficiency, increase conservation, encourage recycling, reduce water usage, and advance green initiatives. 5. Prepare a variety of global cuisines to demonstrate knowledge of how they should be purchased, stored, and prepared so they can be safely and efficiently served at optimal quality and flavor. 6. Create a menu that demonstrates the principles of menu layout, balance, customer satisfaction, availability of ingredients, skill of personnel, physical layout of facility, and profitability. 7. Engage in a work-based learning opportunity that provides hands-on application of acquired skills and knowledge to become an industry professional through hands-on work under the direction of a mentor. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify): ProStart Level 2 Exam  Other (specify): Continue Accrual Mentored Work Experience Hours for ProStart® National Certificate of Achievement (COA) |
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| **Course title:**  Nutrition & Allergens (NA) |
| Course description (include prerequisites):  Nutrition and Allergensprovides students information regarding the classification, chemistry, functions, deficiency symptoms, and dietary sources of essential nutrients, as well as culinary practices that maintain nutrients. Students explore issues of energy balance and utilize diet-planning guides, including MyPlate. Additionally, students identify allergens and recognize the importance of ensuring that foods are labelled correctly in order to keep consumers safe.  Prerequisite: The Culinary & Hospitality Professional |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course, students will:  1. Identify physical, economic, sociological, and psychological factors which influence individual and group food choices and their impact on health.  2. Identify nutrients found in food and distinguish their sources, their roles, and possible toxic effects including how deficiency effects the body.  3. Identify health issues caused by nutrition deficiency and research industry efforts to reverse the trend while continuing to meet customer needs and requests.  4. Use established scientific rationale for defining nutritional requirements for individuals and populations, including at-risk populations such as pregnancy, disease and illness, and older age.  5. Test a variety of cooking methods and analyze the effects of that preparation, as well as how the storage and service of food affects the nutritional value and organoleptic qualities of food.  6. Utilize the USDA’s MyPlate concept when planning a menu to advance and promote dietary accuracy.  7. Recognize major dietary demands and demonstrate how to modify or adapt recipes to accommodate those needs such as allergies, medical conditions, and cultural variations.  8. Investigate the causes and symptoms of allergic reactions including the main food allergens and be able to communicate how to respond to an allergic incident.  9. Demonstrate correct menu labelling practice and regulation to ensure that customers know exactly what they are consuming, including allergens, and how to communicate that information to guests.  10. Identify when cross-contact has occurred including determining what to do with the contaminated food and how to take preventive measures to avoid future loss.  11. Demonstrate how to locate, interpret, evaluate and use professional literature to make evidence-based practice decisions. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify): ManageFirst Nutrition Certificate; ServSafe Allergen Certificate  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Baking & Pastry (BP) |
| Course description (include prerequisites):  Baking & Pastryoffers students the opportunity to advance their culinary skills in preparing breads, desserts and pastries, and advanced pastry work. Students will explore the cultural and historical relevance of food. Students prepare a variety of pastry doughs, cakes, desserts, and garnishes and plate appropriately. The function and property of various ingredients is examined and students accurately scale and convert recipes and select proper tools and equipment.  Prerequisite: Nutrition and Allergens |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course, students will:  1. Identify and select proper tools and equipment for a specific job and demonstrate operational proficiency to complete a task efficiently and correctly.  2. Identify ingredients used in the bakeshop and be able explain the purpose of each, acceptable substitutions, and the heating/cooling processes.  3. Employ chemical leavening to increase rise in baked goods and pastry and compare and contrast each type with the quality of the final product.  4. Apply mathematical principles to scale ingredients and adjust formulas utilizing baking formula conversions when increasing or decreasing the quantity needed.  5. Create a variety of cakes and describe the function of each ingredient and technique to identify the scientific principles used and how the interaction of very specific ingredients in exact proportions determine the outcome of the product.  6. Prepare a variety of frostings including buttercream, whipped cream, boiled, ganache, glaze, and royal. Demonstrate decorating techniques using piping, embellishments, gum paste, and rolled fondants.  7. Prepare a variety of quick breads using the biscuit, muffin, and creaming methods.  8. Assemble a variety of pastries and doughs used in a bakeshop and identify the specific handling requirements for each.  9. Prepare dessert sauces, garnishes, fillings and toppings and demonstrate how each is used in desserts and pastries.  10. Prepare chocolate decorations and candies and create sugar showpieces.    11. Demonstrate the presentation of baked goods and desserts to enhance sales by being creative with color, combining textures, and using contrasting temperatures, unique vessels, and distinctive garnishes.  12. Apply nutritional concepts to adapt traditional bakeshop formulas to meet a diverse variety of changing dietary needs of customers.  13. Identify the key considerations that go into planning a dessert menu taking into account the budget, production time, resources, and customer requests. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Introduction to Hospitality (IH) |
| Course description (include prerequisites):  Introduction to Hospitality (IH)provides an extensive overview of the hospitality industry. Emphasis is placed on the variety of operations, diversity of management, personal opportunities, and market segments. Students analyze the components of the hospitality and tourism industry while identifying potential career paths within the industry. This course is offered as a dual-enrollment course through Delaware Technical Community College (HRI101 – Introduction to Hospitality). *The instructor for this course must meet Delaware Technical Community College (DTCC) qualifications. LEAs will work with DTCC to assure compliance. The Department of Education will provide technical assistance as needed.*  Pre-requisite: Baking and Pastry |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course, students will:  1. Calculate the impact of the tourism industry on local, state, regional and national economies.  2. Recognize the significance of financial management, customer service, and employer/employee relationships.  3. Utilize management roles and interpersonal skills to lead and manage first level employees in a hospitality setting.  4. Prepare food and beverage menus for a variety of hospitality requirements considering price, quality, and selection.  5. Perform cost calculations and apply to decision-making situations pertaining to factors of production.  6. Evaluate levels of food safety and sanitation to maintain a safe and sanitary work environment.  7. Integrate professional, ethical, and legal standards into business practice.  8. Demonstrate effective problem solving and reasoning skills, as well as ethical and professional understanding necessary to be successful in the hospitality industry. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): DTCC HRI101 Final Exam |

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| PROGRAM OF STUDY CURRICULUM |
| Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee). |
| **POS technical and academic curriculum will be:**  Adopted (specify source): Adopted State-Model CTE POS  Adapted (specify source):  Developed locally (describe):  Other (specify): |

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| TEACHER CERTIFICATION |
| Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers. |
| **POS teacher requirements include:**  Teacher certification(s) (list): Family and Consumer Sciences or Skilled and Technical Sciences in Restaurants and Food/Beverage Services  Candidate experience (describe): Candidate may have experience in the restaurant industry and demonstrated ability to multi-task in a fast-paced environment. Good communication and time management skills are essential along with the ability to apply extensive food safety regulations. A strong customer service focus is critical. For more information, please see the Bureau of Labor Statistics: Chefs and Head Cooks, Food Service Managers.  Pre-requisite professional licensure or certification requirement(s) (list):  Requisite professional licensure or certification requirement(s) (list): [ServSafe Food Safety Manager Certification](https://www.servsafe.com/home)  Other (describe): |

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| VALUE-ADDED OPPORTUNITIES |
| List extended early career and college credit opportunities available during the student’s senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other. |
| **Opportunities for extended and accelerated learning include:**  Cooperative education (describe):  Structured internship (describe):  Dual enrollment (list):  Advanced Placement (list):  Transition services (describe):  Other (describe): |

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| CAREER AND TECHNICAL STUDENT ORGANIZATIONS |
| Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box. |
| SkillsUSA |
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| PROGRAM OF STUDY MATRIX |
| Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix*. |
| Access the [Program of Study Matrix](http://www.doe.k12.de.us/Page/2016). |

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| DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL | | |
| The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process. | | |
| **Date Delaware CTE Program of Study Application Received:** | | |
| **Local Education Agency (LEA):**    **School(s):** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster & Code:**  Hospitality & Tourism / 9 | **Career Pathway & Code:**  Restaurants & Food/Beverage Services / 9.01 | **Program of Study Title & Code:**  Culinary & Hospitality Management (6 credit) / 9.01804 |
| **CTE Program of Study Course Titles, Course Codes, and Funding Levels:**  1. Fundamentals of Culinary Arts & Hospitality / 9.0180411 / 3  2. Advanced Food Production & Hospitality Management / 9.0180422 / 3  3. The Culinary & Hospitality Professional / 9.0180433 / 3  4. Nutrition & Allergens / 9.0180444 / 3  5. Baking & Pastry / 9.0180455 / 3  6. Introduction to Hospitality / 9.0180466 / 3 | | |
| **CTE Concentrator/Completer Course Titles:**  Concentrator Course: The Culinary & Hospitality Professional  Completer Course: Hospitality Operations and Management | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| **CTE Program of Study Attachments:**  Labor Market Information (LMI) Review;  Articulation/Dual Enrollment Agreement(s); and  Program of Study Matrix. | | |
| DDOE CTE & STEM Director Signature: Date: | | |
| DDOE Chief Academic Officer Signature: Date: | | |