

# State of Illinois Model Programs of Study Guide: Culinary and Hospitality

October 2022



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### About ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 48 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly one million Illinois residents each year in credit and noncredit courses and many more through their public service programs.

Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services. Learn more at [iccb.org](http://iccb.org).



### About Education Systems Center

Education Systems Center (EdSystems) is a mission-driven policy development and program implementation center based within Northern Illinois University's Division of Outreach, Engagement, and Regional Development. EdSystems' mission is to shape and strengthen education and workforce systems to advance racial equity and prepare more young people for productive careers and lives in a global economy. EdSystems helped drive the development and adoption of the Postsecondary and Workforce Readiness Act ([pwract.org](http://pwract.org)). Learn more about EdSystems at [edsystemsniu.org](http://edsystemsniu.org).

## About the Model Programs of Study Guide

The Illinois Community College Board (ICCB) sponsored the development of Model Programs of Study Guides in crucial industry areas as part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V Plan). This Guide was developed in consultation and collaboration with the Illinois State Board of Education (ISBE) through a process led and facilitated by Education Systems Center at NIU (EdSystems). As further detailed in this Guide, the process involved extensive research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders.

The primary purposes and goals for the Model Programs of Study are to:

1. **Provide guidance and exemplars** for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan.
2. **Establish a framework** for State agencies to develop and implement program supports.
3. **Identify priority dual credit courses** that are foundational to the industry area and well-situated for statewide scaling and articulation.
4. **Define the competencies** that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area.
5. **Identify entry points** for employers to support coursework and related experiences.

Model Programs of Study supplement and complement other State of Illinois career and technical education and career pathway resources, including the [ISBE Career Guide](#), [State of Illinois Career Pathways Dictionary](#), [Career Development Experience Toolkit](#), [Postsecondary and Workforce Readiness Act Recommended Technical and Essential Employability Competencies](#), [State of Illinois Workforce Development Strategic Plan](#), [Workforce Education Strategic Plan](#), and related state and regional data resources. School districts, community colleges, and their partners are encouraged to use this Guide, state resources, and local program and course information to develop materials for student and family outreach.

The full Model Programs of Study for Culinary and Hospitality, depicted graphically on pp. 4 – 5, can be used as a reference in local planning processes. The Guide then presents and describes in detail each component of the sequence, including descriptions of the underlying research, analysis, and Advisory Committee input leading to each component:

- I. Background and Process for Developing Model Programs of Study ([pp. 6 – 7](#))
- II. Priority Occupations and Promising Credentials in Finance and Business Services ([pp. 8 – 9](#))
  - a. Promising Credential Program Categories ([p. 8](#))
  - b. High-Priority Occupations ([p. 8](#))
  - c. Levels of Education Needed ([p. 8](#))
- III. Programs of Study Sequence Description ([pp. 10 – 14](#))
  - a. High School Career-Focused Instructional Sequence and Related Work-Based Learning ([pp. 10 – 12](#))
  - b. Recommended High School General Education Courses ([pp. 12 – 13](#))
  - c. Recommended First Year Postsecondary Courses ([p. 14](#))
- IV. Strategic Dual Credit Courses – Competency Descriptions ([pp. 15 – 17](#))
  - a. Food Safety and Sanitation ([p. 15](#))
  - a. Introduction to Culinary Arts ([p. 16](#))
  - b. Introduction to Hospitality ([p. 17](#))

Appendix A includes the PWR Act Statewide Essential Employability and Entrepreneurial Competencies.

Appendix B includes the Advisory Committee membership.

# DRAFT

## Model Programs of Study Guide:

# Culinary and Hospitality



### ORIENTATION / INTRODUCTION

Grades 9-10

### SKILL DEVELOPMENT

Grades 10-12

### CAPSTONE / ADVANCED

Grade 12



### POSTSECONDARY COURSES

Recommended 1st Year

CAREER FOCUSED COURSES

Culinary Arts

Hospitality

<p>Exploration of Hospitality Careers or Culinary Occupations I &amp; Food Safety and Sanitation </p>	<p>Culinary Occupations II &amp; Introduction to Culinary Arts </p>	<p>Introduction to Hospitality Management  &amp;/or Restaurant Operations  or Restaurant, Food &amp; Beverage Services Workplace Experience</p> <p>Workplace Experience or Prostart Certificate of Achievement Capstone Experience</p>	<p>Introduction to Baking &amp; Cooking Fundamentals</p> <p>Introduction to Culinary Arts</p> <p>Garde Manger</p> <p>Food Safety and Sanitation</p>
	<p>Introduction to Business or Entrepreneurship </p>	<p>Introduction to Hospitality Management  &amp;/or Restaurant Operations  &amp;/or Hospitality &amp; Tourism Workplace Experience</p>	<p>Introduction to Management</p> <p>Introduction to Hospitality Management</p> <p>Introduction to Marketing</p> <p>Introduction to Business Entrepreneurship</p>

Courses and Work-Based Learning Address the PWR Act Recommended Essential Employability Competencies

WORK-BASED LEARNING

<p>Career Exploration (2) </p> <p>Team-Based Challenge </p>	<p>Team-Based Challenge </p> <p>Career Development Experience  or Youth Apprenticeship</p>	<p>Team-Based Challenge </p> <p>Career Development Experience or Apprenticeship</p>
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*May be offered through Career and Technical Student Organizations (CTSOs) such as SkillsUSA Illinois and ProStart*

*could include school-based enterprises like in-school restaurants or cafes*

SCIENCE

SOCIAL SCIENCE

MATH

ENGLISH

Science Sequence	Science Sequence	Science Sequence	Science Sequence
Social Science Sequence	Social Science Sequence	Social Science Sequence	Social Science Sequence
Algebra Geometry	Geometry Algebra 2 Pre-Calculus	Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus	General Education Math
English Sequence	English Sequence	Transitional English English Composition	English Composition Oral Communication

AP or Dual Credit

Dual Credit Course

Dual Credit Course Affiliated With AI Code

Course or Program Prepares for Industry Credential

Postsecondary Course Affiliated with AI Code

College and Career Pathway Endorsement Earned

*If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses*



## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

Program	Typical Job	Near or Above Living Wage Threshold for 1 Adult + 1 Child <sup>1</sup>	Median Annual Wage <sup>2</sup>	Growth in IL: Annual Job Openings <sup>2</sup>	Growth in IL: % Change Over 10 years <sup>2</sup>	Stackable?
1 Culinary Arts	Cook	N	\$14.14	8,590	20%	Typically Stacks to Related Bachelor's Program at Select IL Universities or with Additional Coursework
	Baker	N	\$13.52	1,310	4%	
	Chefs and Head Cooks	Y	\$27.23	730	0%	
	Food Scientists and Technologist	Y	\$42.49	100	4%	
	Quality Control Analysts	Y	\$23.52	440	3%	
	Food Service Managers	Y	\$23.13	41,400 (nationally)	15% (nationally)	
2 Hospitality	Lodging Managers	Y	\$23.47	200	2%	Typically Stacks to Related Bachelor's Program at Select IL Universities or with Additional Coursework
	Meeting, Convention, and Event Planners	Y	\$24.10	630	3%	
	General and Operations Managers	Y	\$49.53	11,570	5%	
	Travel Agent	N	\$22.68	510	-9%	
	Sales Manager	Y	\$81.80	2,390	3%	

1. The "Living Wage" for 1 Adult + 1 Child is \$35.157/hour for the whole state of Illinois. "Near" in this specific guide, is defined as 65% of the statewide living wage, which is \$22.85/hour. Special note that in the original guides for Health Sciences and Technology, Manufacturing and Engineering, Information Technology, and Education, the living wage was \$26.27 and near was defined as 85% of living wage. Since 2021, the living wage thresholds in Illinois have rapidly increased and it was decided to benchmark the "Near" living wage to the absolute number in the original 2019 guides. Subsequent iterations of all guides would need to re-benchmark to new living wage scales.

2. U.S. Department of Labor, CareerOnestop ([careeronestop.org/explore Careers](https://careeronestop.org/explore Careers)), Illinois Department of Employment Security Virtual Labor Market Information ([ides.illinois.gov](https://ides.illinois.gov)), Illinois Department of Employment Security Virtual Labor Market Information ([www2.illinois.gov/ides](https://www2.illinois.gov/ides))





## Background and Process for Developing Model Programs of Study

Programs of study are a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary levels that culminate in a recognized postsecondary credential. In Illinois, Perkins V programs of study are aligned with broader State policy goals to promote college and career readiness, including the State of Illinois' ESSA plan (in particular, the College and Career Readiness Indicator), the College and Career Pathway Endorsement framework and other elements of the Postsecondary and Workforce Readiness Act, the Dual Credit Quality Act, the Illinois WIOA Unified State Plan, and the State's Career Pathways Dictionary.

### Process for Development

Each Model Programs of Study was developed using a data-driven, backward-mapping approach that extended from the areas of job growth, the aligned postsecondary credentials, and the high school course sequence. The specific steps in this analysis included:

1. **Identifying high-priority occupations** in the industry sector that are high-skill, high-wage, and in-demand based on federal Department of Labor data for the State of Illinois.
2. **Identifying promising postsecondary credentials** (degrees or certificates) that are broadly accessible through the Illinois community college system and lead to high-priority occupations.
3. **Mapping the stackable degrees and certificates** that progress to promising credentials.
4. **Identifying strategic community college courses** that appear across the maximum number of promising credentials, provide a broad foundation of knowledge essential to that industry sector, and are feasible for dual credit delivery.
5. **Mapping a course sequence from secondary through the first year of postsecondary** that incorporates strategic early college credit (including at least six early college credits in the career-focused course sequence) and considers industry trends and innovations in career and technical education.
6. **Defining related technical competencies** for the foundational program of study courses that can be utilized to guide course development and postsecondary articulation.



Using Department of Labor<sup>1</sup> data and the MIT Living Wage Calculator<sup>2</sup> for the State of Illinois as a reference, the project team identified “high-priority occupations” as jobs with a positive growth outlook and median salaries near or greater than the living wage for one adult and one child.<sup>3</sup> Thus, a “promising credential” is a degree or college certification that immediately prepares an individual for entry into a high-priority occupation or is a stackable credential for a high-priority occupation. The inclusion of stackable credentials allows for the incorporation of important foundational credentials in some areas that enable an individual to progress toward a high-priority occupation.

After identifying the promising credentials in each industry area, the project team analyzed community college programs leading to these credentials from a sampling of colleges from across Illinois, representing a mix of urban, suburban, and rural institutions.<sup>4</sup> EdSystems analyzed and categorized all of the career-focused and general education courses across the full sampling of the promising credential programs to determine which of these courses:

- Are most common across all programs in the sample,
- Are broadly accessible for dual credit opportunities considering prerequisites and teacher credentialing requirements, and
- Are included within the Illinois Articulation Initiative.

This analysis and categorization process led to a recommended set of “strategic” career-focused and general education courses that provide a critical foundation for the program of study sequence.

Following this internal analysis, EdSystems and ICCB convened a stakeholder Advisory Committee of secondary, postsecondary, and private sector representatives to vet the recommendations and provide expertise and guidance on the development of the Model Programs of Study (see Advisory Committee listing in Appendix B). Over multiple

webinars and feedback sessions across four months, the Advisory Committee and smaller working groups provided information about industry trends that may not be reflected in the Department of Labor data, credentials and degrees that are emerging as most promising in the field, on-the-ground implementation considerations for secondary and postsecondary programs, and future of work implications for the sector. The Advisory Committee further informed important decision-points in the Model Programs of Study process, including adjusting the Model of Programs of Study course map and promising credential endpoints, selecting strategic early college credit courses, and identifying key competencies for target courses in the Model Programs of Study currently lacking current statewide articulation. The culmination of EdSystems’ analysis and the input of the Advisory Committee is reflected in the draft Model Programs of Study and course competencies included within this Guide.

<sup>1</sup> U.S. Department of Labor, Career Onestop: [careeronestop.org/ExploreCareers/explore-careers.aspx](https://careeronestop.org/ExploreCareers/explore-careers.aspx), Illinois Department of Employment Security Virtual Labor Market Information [www2.illinois.gov/ides](https://www2.illinois.gov/ides)

<sup>2</sup> Glasmeier, Amy K. Living Wage Calculator. 2020. Massachusetts Institute of Technology. [livingwage.mit.edu](https://livingwage.mit.edu)

<sup>3</sup> Living Wage” for 1 Adult + 1 Child is \$35.157/hour for the whole state of Illinois. “Near” in this specific guide, is defined as 65% of the statewide living wage, which is \$22.85/hour. Special note that in the original guides for Health Sciences and Technology, Manufacturing and Engineering, Information Technology, and Education, the living wage was \$26.27 and near was defined as 85% of living wage. Since 2021, the living wage thresholds in Illinois have rapidly increased and it was decided to benchmark the “Near” living wage to the absolute number in the original 2019 guides. Subsequent iterations of all guides would need to re-benchmark to new living wage scales.

<sup>4</sup> For the analysis of Culinary and Hospitality programs, the community colleges surveyed were: City Colleges of Chicago, Elgin Community College, Harper College, College of DuPage, College of Lake County, Moraine Valley Community College, Southwestern Illinois College, Kaskaskia Community College, and Rend Lake College.

# Priority Occupations and Promising Credentials in Culinary and Hospitality

According to the article “The Future of Hospitality Management: Preparing Students for a Changing Industry,” published by National Louis University, the culinary and hospitality sector was greatly impacted by the economic changes due to COVID-19.<sup>5</sup> The industry continues to struggle to hire and sustain staff the members needed for future growth and pandemic recovery. To combat these issues, the culinary and hospitality sector has increased salaries and benefits and works to create a work-life balance for employees. The future of this sector depends on an emerging workforce who obtain characteristics that include, but are not limited, to cross-functional abilities, creative problem-solving, and compassion and empathy for excellent guest services.<sup>6</sup>

## Promising Credential Program Categories

The project team’s analysis of occupations and related postsecondary credentials in the culinary and hospitality sectors led to two overarching categories:

1. **Hospitality:** The most foundational certificate and degree programs in hospitality are typically in hospitality management. Other degree programs commonly associated with hospitality occupations, such as Event Planners, General and Operations Managers, and Sales Managers, are labeled in our guide as Specialty AAS Programs in Hospitality. Students who obtain a certificate followed by an associate degree in this program can easily transfer into a Bachelor of Science degree at a university offering that program. Those university programs may be standalone, hospitality-focused degrees or embedded as a part of a school’s business degree offerings with a hospitality concentration.<sup>7</sup>
2. **Culinary Arts:** Culinary Arts credentials prepare students to enter various roles pertaining to baking, cooking, or food science. These credentials can often be obtained in a community college program, however, students who earn an associate degree in this sector can also transfer to receive a Bachelor of Arts or Bachelor of Science in Culinary Arts.<sup>8</sup>

## Advisory Committee Considerations

The Advisory Committee expressed the importance of earning additional industry credentials upon entry into the culinary and hospitality field. These credentials, earned through ServSafe, are Food Handler Certification, Food Sanitation Manager Certification, and Food Allergen Certification. The Advisory Committee confirmed that employers often require these certifications before employment within a restaurant or food service organization. In addition, these industry credentials further



validate the competencies needed to work in the food service industry. Typically, these credentials are earned as a part of specific secondary or postsecondary courses or embedded into most programs of study. Introductory career-focused classes or courses that provide information about the necessary skills for working will typically embed these industry credentials. These include but are not limited to Introduction to Culinary Arts, Food Safety and Sanitation, Introduction to Cooking Fundamentals, Introduction to Baking, and the high school Culinary Occupations I and II courses.

## High-Priority Occupations

The table entitled Selected Occupations, Wages, and Job Growth identifies high-priority occupations associated with culinary arts and hospitality. The selected occupations included in the table meet the positive growth outlook and living wage criteria described in the Process for Development section. The chart also contains occupations that do not meet the requirements for a living wage threshold but are highly sought after by students and are entry-level occupations needed for advancement.

<sup>5</sup> The Future of Hospitality Management: Preparing Students for Changing Industry. [digitalcommons.nlu.edu/cgi/viewcontent.cgi?article=1001&context=kc](https://digitalcommons.nlu.edu/cgi/viewcontent.cgi?article=1001&context=kc)

<sup>6</sup> Ibid

<sup>7</sup> Institutions such as [Northern Illinois University](#), [Roosevelt University](#), [Southern Illinois University](#) and [Eastern Illinois University](#) are examples of universities that offer programs in the hospitality sector

<sup>8</sup> [Kendall College at National Louis University](#) and [Dominican University](#) are examples of Bachelor degrees programs in the culinary sector.





## POSTSECONDARY OPTIONS



## SELECTED OCCUPATIONS, WAGES, & JOB GROWTH

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## Programs of Study Sequence Description

Ideally, students in Model Programs of Study should start a career-focused instructional sequence with an Orientation/Introduction level course in 9th or 10th grade, with students engaging in career awareness and exploration in the middle school grades. This early start creates more openings in student schedules to complete Skill Development and Capstone/Advanced coursework, obtain significant early college credits, earn valuable industry credentials, and acquire the College and Career Pathways Endorsement before high school graduation.

### High School Career-Focused Instructional Sequence and Related Work-Based Learning Overview

The high school career-focused instructional sequence for the Model Programs of Study for Culinary and Hospitality builds from Orientation/Introduction level courses towards a set of Skill Development and Capstone/Advanced courses. The should begin with an introductory course that covers basic concepts and practices and develops an understanding of the range of career paths available.

The recommended sequence includes dual credit opportunities that are extremely common and strategic for the field of culinary arts and hospitality. These courses

will prepare all students for continued coursework at the postsecondary level as well as foundational knowledge in their program area. Students in the Culinary Arts pathway can move from introductory courses in Culinary Occupations, Food Safety and Sanitation, and Introduction to Culinary Arts to targeted coursework in Culinary Occupations II or Cooking Fundamentals at the Skill Development level. Students in the Hospitality pathway can move from the Exploration of Hospitality Careers introductory course to general coursework such as Introduction to Business or Entrepreneurship at the Skill Development level, as fundamental concepts in the hospitality industry have a significant overlap with introductory concepts in general business degrees. At the Capstone/Advanced level, students continue earning early college credits through aligned dual credit coursework to their program area.

A subgroup of the Advisory Committee formed a working group to create competencies for key courses that map to various industry credentials, are accessible for early college credit, and are not currently recognized by the Illinois Articulation Initiative (IAI). The courses are:

- Food Safety and Sanitation: Competency topics include Food Safety, Food Handling, Proper Food

Cooking Hygiene, Cleaning and Sanitation, and Safety and Sanitation Operations.

- Introduction to Culinary Arts: Competency topics include Culinary Operation Skills, Equipment Use, Cooking Fundamental Skills, Baking Fundamental Skills, Professionalism, and Food Service Industry.
- Introduction to Hospitality Management: Competency topics include Hospitality Industry Skills, Lodging Industry Skills, Travel and Tourism Industry Skills, Professionalism, Customer Service Skills, and Food Beverage Industry Skills.

You can find the complete list of competencies topics along with the descriptions for each course on [pages 15-17](#).

### Orientation/Introduction

The Model Programs of Study for Culinary and Hospitality commences at the Orientation/Introduction level with ISBE's Career and Technical Education (CTE) cluster programs in Culinary and Hospitality, which introduce students to basic hospitality and culinary arts principles as well as basic cooking concepts and hospitality careers. The ISBE CTE courses in this sector are titled Exploration of Hospitality Careers and Culinary Occupations I. Both can potentially be taken separately for one semester each or combined for a yearlong experience that interweaves both of their learning objectives.

## ORIENTATION / INTRODUCTION Grades 9-10

Exploration of Hospitality Careers or Culinary Occupations I & Food Safety and Sanitation

## SKILL DEVELOPMENT Grades 10-12

Culinary Occupations II & Introduction to Culinary Arts

## CAPSTONE / ADVANCED Grade 12

Introduction to Hospitality Management &/or Restaurant Operations or Restaurant, Food & Beverage Services Workplace Experience  
Workplace Experience or Prostart Certificate of Achievement Capstone Experience



## POSTSECONDARY COURSES +

Recommended 1st Year

Introduction to Baking & Cooking Fundamentals  
Introduction to Culinary Arts Garde Manger  
Food Safety and Sanitation

**CAREER FOCUSED COURSES**

Culinary Arts

Hospitality

Introduction to Business or Entrepreneurship

Introduction to Hospitality Management &/or Restaurant Operations &/or Hospitality & Tourism Workplace Experience

Introduction to Management  
Introduction to Hospitality Management  
Introduction to Marketing  
Introduction to Business Entrepreneurship

Courses and Work-Based Learning Address the PWR Act Recommended Essential Employability Competencies

**WORK-BASED LEARNING**

Career Exploration (2) \*  
Team-Based Challenge \*

Team-Based Challenge \*  
Career Development Experience \*\* or Youth Apprenticeship

Team-Based Challenge  
Career Development Experience or Apprenticeship

\* May be offered through Career and Technical Student Organizations (CTSOs) such as SkillsUSA Illinois and ProStart  
\*\* Could include school-based enterprises such as in-school restaurants or cafes

AP or Dual Credit

Dual Credit Course

Dual Credit Course Affiliated With IAI Code

Course or Program Prepares for Industry Credential

Postsecondary Course Affiliated with IAI Code

College and Career Pathway Endorsement Earned

+ If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses

## Skill Development

For Skill Development courses in the Culinary Arts pathway, the Model recommends students take Culinary Occupations II or Introduction to Culinary Arts as a dual credit course. The ISBE CTE Program of Study Matrix within Hospitality and Tourism identifies the Culinary Occupations II course in Group 3. This course prioritizes operational management skills, including the design and organization of food service systems in various settings, human relations, and personnel training and supervision. Other course topics include, but are not limited to, taking inventory, advertising, monitoring consumer and industry trends, and the mastery of culinary techniques.

Introduction to Culinary Arts is another recommended Skill Development section for Culinary Arts and should ideally be offered as a dual credit class, in conjunction with Culinary Occupations II or in addition to that course. This course includes but is not limited to proper station set-up and sanitation, procedures and use of basic equipment, fundamentals and concepts of cooking, history of culinary arts and the development of modern food service, and culinary terminology. Most colleges offer their own version of or a parallel course to Introduction to Culinary Arts, and that course's teacher credentialing requirements are usually a bachelor's degree in culinary arts, restaurant management, or related field with experience in a dining venue and within staff supervision. These credentials make it feasible to find teachers at the school district level who can be credentialed to teach the course as dual credit. Moreover, students who express interest can generally be placed in this pathway because these courses typically do not have prerequisite course requirements beyond the course sequence, making this course relatively accessible for a high school student in CTE programs.

Many Illinois high schools use culinary curriculum content provided by ProStart,<sup>9</sup> a national, two-year curriculum that the Illinois Restaurant Association locally promotes. Alignment to that curriculum within the program of study is a feasible option if dual credit coursework cannot be implemented in conjunction with a local community college or in the context of a dual credit course. Select culinary programs nationwide offer articulated college credit for completing the two-year ProStart curriculum and earning their Certificate of Achievement.<sup>10</sup>

For Skill Development courses in the Hospitality pathway, the Model recommends students take Introduction to Business and/or Entrepreneurship as dual credit. Introduction to Business overlaps with equivalent CTE

courses in several Hospitality and Tourism matrices and should thus be integrated with the CTE credit as well as dual credit. This course is typically accessible for dual credit because of the flexible English-language placement requirements for students and credentialing requirements for teachers. An Introduction to Business course will include various topics such as business structures, finance, operations management, marketing, accounting, human resources, and ethics.

Entrepreneurship is typically found within a Finance and Business Services program of study matrix at the secondary level. Nevertheless, the advisory committee suggests the course be considered in the Hospitality pathway as the competencies and curriculum more closely reflect what might be fruitful in a postsecondary hospitality program. An Entrepreneurship course will expose students to strategic management, pricing strategies, human capital concepts, and, most importantly, identify the skills needed to have an entrepreneurial mindset. These skills and principles are essential to the hospitality field's various career opportunities within business environments.

## Capstone/Advanced

In 12th grade, students should engage in advanced topics in culinary and hospitality. The Capstone/Advanced-level course recommendations for students in Culinary Arts and Hospitality pathways is Introduction to Hospitality Management and Restaurant Operations. The Model recommends that both courses be offered as dual credit.

Introduction to Hospitality Management includes concepts in management in hospitality, training and development, corporate structures, lodging, food and beverages, recreation, and event management. The Restaurant Operations course is focused intensely on the restaurant industry, including concepts such as the kitchen environment, plate presentation, menu creation and trends, restaurant layout and design, quantity food serving, management, and conflict resolution. Typically this course does not have prerequisite course requirements beyond the course sequence already suggested in the programs of study, making this course relatively accessible for a high school student in CTE programs.

Teacher credential requirements in the Culinary Arts pathway are generally a bachelor's degree in culinary arts with relevant work experience. On the other hand, teacher credential requirements for dual credit business courses in the Hospitality pathway are typically a master's degree in



business or hospitality management. As a result, it may be more feasible to offer business courses as dual enrollment or virtually in collaboration with the postsecondary partner.

Alternatively, students may benefit from a robust career development experience at the Capstone/Advanced level. For the Culinary Arts pathway, the advisory committee recommends the secondary CTE course Restaurant, Food and Beverage Services Workplace Experience, which aligns with the ProStart curriculum and supports students in completing the 400 hours of mentored work experience required for the Certificate of Achievement.<sup>11</sup> For the Hospitality pathway, the advisory committee recommends an equivalent workplace opportunity aligned with the Hospitality & Tourism Workplace Experience course.

### Recommended High School General Education Courses

The Model Programs of Study for Culinary and Hospitality identifies several key considerations for general education coursework:

- In **science**, students should follow a standard science sequence and, where possible, complete their science course as either Advanced Placement or dual credit.
- In **social science**, students should follow a standard social science sequence and, where possible, complete their science course as either Advanced Placement or dual credit.
- In **math**, students should complete the highest math course possible in a statistics-based course sequence to be prepared for the full range of career options in culinary and hospitality. Students should take a dual credit General Education Math course at the Capstone/Advanced level. Students that do not demonstrate readiness for an early college math course during their senior year of high school should enroll in a Transition to Quantitative Literacy and Statistics Transitional Math Course that guarantees placement into General Education Statistics at the postsecondary level.

	ORIENTATION / INTRODUCTION Grades 9–10	SKILL DEVELOPMENT Grades 10–12	CAPSTONE / ADVANCED Grades 12	POSTSECONDARY COURSES + Recommended 1st Year
SCIENCE	Science Sequence	Science Sequence	Science Sequence	Science Sequence
SOCIAL SCIENCE	Social Science Sequence	Social Science Sequence	Social Science Sequence	Social Science Sequence
MATH	Algebra Geometry	Geometry Algebra 2 Pre-Calculus	Transitional Math: Quantitative Literacy Statistics Pre-Calculus Calculus >> General Education Math	General Education Math
ENGLISH	English Sequence	English Sequence	Transitional English English Composition >>	English Composition Oral Communication



AP or Dual Credit



Dual Credit Course



Dual Credit Course Affiliated With IAI Code



Course or Program Prepares for Industry Credential



Postsecondary Course Affiliated with IAI Code



College and Career Pathway Endorsement Earned



If courses in this column were accomplished through early college credit, students should take the next required course in the sequence or, if none, additional AAS or Major Courses



- In **English**, students prepared for college-level coursework in their senior year should enroll in a dual credit English Composition course (if available) or Advanced Placement English Language and Composition. If students are not prepared for college-level coursework, students should enroll in a Transitional English course that guarantees placement into the partner community college’s English Composition course

### Recommended First Year Postsecondary Courses

The recommended first-year postsecondary courses in the Model Programs of Study for Culinary and Hospitality build upon the knowledge and skills recommended at the Capstone/Advanced level. As with high school programs, community colleges should pursue opportunities to integrate and align coursework and work-based learning opportunities.

If not completed already, students interested in culinary arts should consider taking the following courses: Introduction to Baking, Cooking Fundamentals, Introduction to Culinary Arts, Garde Manger, and Food Sanitation and Safety. Students interested in hospitality should consider taking

courses such as Introduction to Management, Introduction to Hospitality Management, Introduction to Marketing, Introduction to Business, and Entrepreneurship.

In addition, students will take the 100-level required courses in the general education course areas. If students have earned early college credit for 100-level courses, they should take the next required course in the subject or, if none, additional AAS or major courses.

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<sup>9</sup> [illinoisrestaurants.org/page/ProStart](https://illinoisrestaurants.org/page/ProStart) and [chooseresaurants.org/prostart](https://chooseresaurants.org/prostart)

<sup>10</sup> 2021 Collegiate Prostart Passport: [chooseresaurants.org/NationalRestaurantAssociation/media/ProStart/2021\\_NRAEF\\_Prostart\\_Passport-April21.pdf?ext=.pdf](https://chooseresaurants.org/NationalRestaurantAssociation/media/ProStart/2021_NRAEF_Prostart_Passport-April21.pdf?ext=.pdf)

<sup>11</sup> ProStart® National Certificate of Achievement (COA): [chooseresaurants.org](https://chooseresaurants.org).

## Strategic Dual Credit Courses: Competency Descriptions

EdSystems and ICCB convened a stakeholder advisory committee of secondary, postsecondary, and private sector representatives to vet the Model Program of Study recommendations. A smaller working group further convened to identify key competencies for the target early college courses in the Model Program of Study lacking current statewide articulation. In culinary arts and hospitality, those courses were Introduction to Culinary Arts, Introduction to Hospitality Management, and Food Safety and Sanitation.

<b>FOOD SAFETY AND SANITATION</b> <i>Key Competencies</i>	
<b>Food Safety</b>	<ul style="list-style-type: none"> <li>Students will be able to analyze evidence to determine the presence of food borne illness outbreaks.</li> <li>Students will be able to identify characteristics of potentially hazardous foods.</li> <li>Students will be able to identify chemical, biological and physical contaminants and methods of prevention.</li> <li>Students will be able to demonstrate techniques to prevent others from contaminating food.</li> <li>Students will be able to identify when a Hazard Analysis Critical Control Point (HACCP) plan is required.</li> </ul>
<b>Food Handling</b>	<ul style="list-style-type: none"> <li>Students will be able to identify methods of preventing time-temperature abuse.</li> <li>Students will be able to store and hold food properly to prevent cross contamination.</li> <li>Students will be able to identify proper methods for thawing, cooling, and reheating food.</li> <li>Students will be able to identify characteristics of a quality food source.</li> <li>Students will demonstrate proper and safe food preparation techniques.</li> </ul>
<b>Proper Food Cooking Hygiene</b>	<ul style="list-style-type: none"> <li>Students will be able to identify and demonstrate proper hand-washing procedures.</li> <li>Students will follow health department codes on uniform, jewelry, nails, and hair restraints.</li> <li>Students will be able to demonstrate proper glove usage.</li> </ul>
<b>Cleaning and Sanitation</b>	<ul style="list-style-type: none"> <li>Students will be able to identify approved sanitizers and demonstrate proper use.</li> <li>Students will be able to identify the signs of pest infestation.</li> <li>Students will be able to demonstrate the difference between cleaning and sanitizing.</li> <li>Students will be able to measure appropriate concentrations of sanitizing chemicals in use.</li> </ul>
<b>Safety and Sanitation Operations</b>	<ul style="list-style-type: none"> <li>Students will be able to recognize the key components of an inspection.</li> <li>Students will be able to explain the safe flow of food.</li> </ul>

# INTRODUCTION TO CULINARY ARTS

## *Key Competencies*

<b>Culinary Operation Skills</b>	<ul style="list-style-type: none"><li>▪ Students will demonstrate competence in the selection of quality and appropriate food products needed for menu preparation.</li><li>▪ Students will apply mathematical skills needed for recipe conversion, menu creation, and the purchasing/receiving process.</li><li>▪ Students will understand the importance of styles of service and menu formats.</li></ul>
<b>Equipment Use</b>	<ul style="list-style-type: none"><li>▪ Students will demonstrate how to accurately select and safely use the appropriate equipment to complete a food preparation and/or cooking task.</li><li>▪ Students will demonstrate correct professional knife handling techniques and operation of commercial kitchen equipment, small wares, and hand tools.</li><li>▪ Students will be able to properly take care of kitchen equipment and hand tools, including pastry bags and piping tips.</li><li>▪ Students will be able to identify a variety of types of professional cooking equipment for food processing, cooking, holding, storing, and serving.</li></ul>
<b>Fundamental Cooking Skills</b>	<ul style="list-style-type: none"><li>▪ Students will demonstrate professional methods for food preparation and production.</li><li>▪ Students will be able to properly set up and maintain an organized work station.</li><li>▪ Students will be able to identify measuring tools and properly measure and scale ingredients.</li><li>▪ Students will recognize and produce basic quality food products.</li><li>▪ Students will be able to apply fundamentals of temperature and cooking methods to cook a variety of foods.</li><li>▪ Students will be able to follow recipe directions.</li></ul>
<b>Fundamental Baking Skills</b>	<ul style="list-style-type: none"><li>▪ Students will be able to apply baking methods and techniques to baking applications.</li><li>▪ Students will be able to produce sellable baking products using various ingredients and equipment.</li><li>▪ Students will be able to classify different mixing and shaping techniques for bread, cookies, and other doughs.</li></ul>
<b>Professionalism</b>	<ul style="list-style-type: none"><li>▪ Students will demonstrate professional behavior appropriate for various environments.</li><li>▪ Students will demonstrate the ability to accurately apply correct professional techniques and various applications in a food service or hospitality related organization.</li><li>▪ Students will demonstrate the ability to apply organizational skills required of successful food service, restaurant, and culinary professionals.</li><li>▪ Students will demonstrate the ability to communicate effectively and professionally with teammates, co-workers, supervisors, and other types of employers.</li><li>▪ Students will be able to participate in professional development opportunities such as resume development, interviewing, and stages.</li><li>▪ Students will demonstrate appropriate use of professional terminology.</li><li>▪ Students will demonstrate proper safety procedures within a professional food service operation.</li></ul>
<b>Food Service Industry</b>	<ul style="list-style-type: none"><li>▪ Students will be introduced to basic culinary historical concepts, cooking theories, and industry successes and challenges.</li><li>▪ Students will learn about the various career opportunities and pathways in the culinary industry sector.</li></ul>



# INTRODUCTION TO HOSPITALITY MANAGEMENT

## *Key Competencies*

<b>Hospitality Industry Skills</b>	<ul style="list-style-type: none"><li>▪ Students will be able to define the many job responsibilities throughout the industry.</li><li>▪ Students will be able to describe the current trends and challenges faced by the hospitality and tourism industry in the context of global economic, environmental, health, and other social concerns.</li><li>▪ Students will be able to differentiate the characteristics and practices of hospitality management from other industries.</li><li>▪ Students will demonstrate an awareness of various hospitality business segments, including hotels and lodging; gaming and casinos; meetings, conventions, and expositions; destination marketing and sales; and recreation, attractions, and clubs.</li><li>▪ Students will be able to describe the effects of globalization on the hospitality industry.</li><li>▪ Students will be able to apply diversity, equity, and inclusion concepts to the hospitality industry.</li></ul>
<b>Lodging Industry Skills</b>	<ul style="list-style-type: none"><li>▪ Students will be able to understand the differences between various types of lodging.</li><li>▪ Students will be able to identify and describe the structure of the major departments found in hospitality organizations.</li></ul>
<b>Travel and Tourism Industry Skills</b>	<ul style="list-style-type: none"><li>▪ Students will learn about the hospitality industry through its history, characteristics, service ethic, trends, and interdependence with the tourism industry.</li></ul>
<b>Professionalism</b>	<ul style="list-style-type: none"><li>▪ Students will be able to demonstrate professional verbal and non-verbal communication skills.</li><li>▪ Students will be able to demonstrate professional written communication skills.</li><li>▪ Students will be able to demonstrate the ability to work as part of a team.</li><li>▪ Students will be able to explain the importance of good customer service.</li><li>▪ Students will be able to describe the various career pathways in the hospitality industry.</li></ul>
<b>Customer Service Skills</b>	<ul style="list-style-type: none"><li>▪ Students will be able to demonstrate the ability to solve customer service problems.</li><li>▪ Students will be able to demonstrate the skills required to be a competent business professional in the hospitality industry by representing the organization in customer service relations.</li></ul>
<b>Food and Beverage Industry Skills</b>	<ul style="list-style-type: none"><li>▪ Students will be able to describe the various aspects of the food and beverage industry.</li><li>▪ Students will learn the various functions and responsibilities of in-house and managed food and beverage services.</li></ul>

# APPENDIX A: Statewide Essential Employability and Entrepreneurial Competencies

TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS	
<b>Teamwork &amp; Conflict Resolution</b>	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
<b>Communication</b>	<p><b>Verbal:</b> Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p><b>Written:</b> Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p><b>Digital:</b> Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p>
<b>Problem Solving</b>	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
<b>Decision Making</b>	Students can use their understanding of problem solving to implement and communicate solutions.
<b>Critical Thinking</b>	Students can use their understanding of logic and reasoning to analyze and address problems.
<b>Adaptability &amp; Flexibility</b>	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
<b>Initiative &amp; Self-Drive</b>	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
<b>Reliability &amp; Accountability</b>	Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.
<b>Cultural Competence</b>	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
<b>Planning &amp; Organizing</b>	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

## ENTREPRENEURIAL COMPETENCIES

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**Principles of Entrepreneurship**

Students can apply their understanding of the process and characteristics of business development and promotion in order to apply strategies of innovation to personal and professional business pursuits.

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**Innovation & Invention**

Students can use their understanding of idea generation, design thinking, product and business development in order to introduce and process new and effective ideas.

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**Growth Mindset**

Students can use their understanding of learning from challenges, set-backs, and failure in order to adapt strategies and continue efforts to achieve personal goals.



## APPENDIX B: Advisory Committee Membership

**Jill Arnett**

*Channel VP of Academic Markets  
National Restaurant Association*

**Nancy Awdziejczyk**

*Executive Director  
Northwest Educational Council for Student Success (NECSS)*

**Matt Barker**

*Professional Cooking, Baking & Service Instructor  
Technology Center of DuPage*

**Jessie Bostick**

*Senior Baking and Pastry Chef  
Southwestern Illinois College*

**Paul Bringas**

*Professor  
Joliet Community College*

**Lisa Brockman**

*Program Coordinator  
Southwestern Illinois College*

**Anne Esquivel**

*Professor  
Joliet Community College*

**Sherry Franklin**

*Instructional Support Specialist  
Chicago Public School*

**Kristen Hodges**

*Executive Director  
Illinois Restaurant Association Educational Foundation*

**Noe Lopez**

*Acting Chair, Program Director of Math & Science  
St. Augustine College*

**Michael McGreal**

*Department Chair  
Joliet Community College*

**Timothy Meyer**

*Division Chair  
College of DuPage*

**Juvenal Navas**

*Director of Hospitality Management/Culinary  
St. Augustine College*

**Deborah Popely**

*Faculty  
Kendall College at National Louis University*

**Karolina Rapp**

*Teacher CTE Content Leader  
Belvidere District 100*

**Ken Thompson**

*Professor/Chef  
Joliet Community College*

**Jose Trejo**

*Site Director/Academic Advisor South Campus  
St. Augustine College*

**Leigh Uhlir**

*Associate Dean  
Kendall College at National Louis University*

**Kristina Valentine**

*Human and Public Services Principal Consultant  
Illinois State Board of Education*

**Janelle Washington**

*Director for Career and Technical Education  
Illinois Community College Board*

**Lead Education Systems Center Staff**

**Meagan Mitchell**

*Pathways Manager*

**Jon Furr**

*Executive Director*

**Juan Jose Gonzalez**

*Pathways Director*