

A COMPARATIVE STUDY ON CURRICULUM
DESIGN FOR HOTEL AND RESTAURANT
ADMINISTRATION AND DEVELOPMENT
OF A PROPOSED CURRICULUM

BY

BEI ZHUANG

Bachelor of Arts

Zhongsan University

Canton, Guangdong

People's Republic of China

1983

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
July, 1989

Thesis
1989
Z63C
Cop. 2

A COMPARATIVE STUDY ON CURRICULUM
DESIGN FOR HOTEL AND RESTAURANT
ADMINISTRATION AND DEVELOPMENT
OF A PROPOSED CURRICULUM

Thesis Approved:

Carol K. Ruckwirth

Thesis Adviser

Ernie W. Duggan

Jerry G. Davis

Norman N. Durham

Dean of the Graduate College

ACKNOWLEDGMENTS

The author wishes to express my sincere gratitude to all the people who assisted me in this work during my stay at Oklahoma State University. In particular, I am especially indebted to my committee chairman, Dr. Cecil Dugger, for his guidance, concern, and invaluable help.

Gratitude is also expressed to my thesis advisor, Ms. Carol Duckworth, whose advisement in the course of this work, her guidance, patience, and extraordinary editorial ability made the accomplishment of this research possible. I am also thankful to Dr. Jerry Davis for his assistance.

To the directors of the hotel and restaurant administration programs, a special thanks is extended for their immediate and clear responses and their contribution of the data necessary to complete this study. Special thanks also go to Ms. Evelyn Ferchau for her editorial assistance.

The author would like to dedicate this study to Zhongshan University where she obtained her primary university degree.

Finally, my husband, Yanmin, my two daughters, Zhe and Tian, deserve my deepest and genuine appreciation for their constant patience, moral encouragement, and unselfish support.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Statement of Problem	2
Purpose of the Study	3
Need for the Study	3
Objective of the study	4
Delimitations	4
Limitations	4
Definition of Terms	5
II. REVIEW OF LITERATURE	8
Introduction	8
Hotel and Restaurant Administration Education Development	9
Hotel and Restaurant Administration Curriculum	11
Curriculum Development	16
Related Curriculum Research	20
Summary	26
III. METHODOLOGY AND PROCEDURE	28
Introduction	28
Type of Research	28
Population and Samples	29
Collection and Analysis of Data	31
IV. RESULT OF THE STUDY	36
Introduction	36
Description of Participants	36
Data Analysis I: Program Information	37
Data Analysis II: Comparative Curriculum Analysis	51
Summary of Results	57
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	61
Summary	61
Conclusions	65

Chapter	Page
Proposed Curriculum for Zhongshan University	66
Recommendations Concerning Proposed Curriculum	70
SELECTED BIBLIOGRAPHY	72
APPENDIX A - CORRESPONDENCE	76
APPENDIX B - HOTEL MANAGER'S COMPETENCIES	77
APPENDIX C - COURSE DESCRIPTION	82

LIST OF TABLES

Table	Page
I. Type of Institutions and Enrollments of Twenty 4-Year Hotel and Restaurant Administration Programs	40
II. Titles of Twenty 4-Year Hotel and Restaurant Administration Programs	43
III. Department, College, or School in Which Hotel and Restaurant Administration Program is Housed	46
IV. Comparative Analysis of Hotel and Restaurant Administration Curriculums	48
V. Sequence of Course Arrangement in Hotel and Restaurant Administration Curricula	58
VI. Guidelines for Curriculum Development of a 4-Year Program in Hotel and Restaurant Administration	64
VII. Proposed 4-Year Hotel and Restaurant Administration Curriculum For Zhongshan University in Canton, Guangdong, P.R.C. ...	67

LIST OF FIGURES

Figure	Page
I. Locations of Twenty 4-year Hotel and Restaurant Administration programs in the United States	38

CHAPTER I

INTRODUCTION

During the past three decades the hospitality industry has been one of the fastest growing industries in the United States. The number of employees in the industry has increased more than six percent each year since 1970 (Bell, 1985). According to the National Statistics Bureau, this industry will continue to be one of the three professions in the United States employing the highest number of people over the next ten years (Carr, 1984).

This rapid growth has made necessary the identification and education of those who possess the talent, attitude, and motivation to work with the complex, service-oriented system critical to the industry (Hadgis, 1982). The question is, how and where will the industry find trained people to fill these needs?

In the past, most of the employees were trained on the job and management teams were mainly selected without formal education directly from the experienced work force (Hadgis, 1982).

Contemporary professionals and educators have recognized that educational institutions should be the main

with skills required by the hospitality industry. The annual report of The Council of Hotel, Restaurant & Institutional Education (1986) indicated:

No longer can this industry depend, as it did, upon apprenticeship programs which took years to develop skilled employees. There is no longer time for that process. The industry is growing too rapidly, and the need for large numbers of skilled managers and technicians is too great. The most serious barrier to growth and expansion in the hospitality industry today is the lack of trained people. The same will be true next year and five years from now and ten years after that. Thus, there seems little doubt that educational institutions must and will play a more important role than ever before in providing greater numbers of better trained people for the hospitality industry.

The hospitality industry in the People's Republic of China (P.R.C.) is also, as in the United States, growing rapidly and has been creating a great need for trained management personnel. As a result, many universities and colleges are planning to develop programs in hospitality administration. Zhongshan University in Canton, Guangdong has planned to develop a 4-year program in hotel and restaurant administration.

Statement of the Problem

The problem with which this study is concerned is the designation of appropriate 4-year hotel and restaurant administration program and course offerings. The study is conducted on the basis of the following sub-objectives:

- 1) To identify the content of courses included in a 4-year hotel and restaurant administration curriculum;

- 2) To ascertain the proportionate number of required credit hours in the various areas of the curriculum;
- 3) To ascertain a logical sequence in arranging the courses in the curriculum; and
- 4) To identify the relationship between classroom learning and internship involvement.

Purpose of the Study

The purpose of this research is to study 4-year hotel and restaurant administration programs in the United States and to develop a proposed hotel and restaurant administration curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China. The proposed curriculum is developed through a comparison of curricula used in existing 4-year hotel and restaurant administration programs in the United States.

Need for the Study

Until recently very little research has been conducted on the development of curriculum for hotel and restaurant administration in China. Education in the hospitality area is, seemingly, a completely new subject area at the higher education level. Guidelines and content for curriculum development are especially important for hotel and restaurant administration educators in China because very limited study has been

done on the curriculum development for 4-year hotel and restaurant administration programs.

Objectives of the Study

The objectives of this study are twofold, namely:

1) Examination and comparison of curricula used by institutions presently offering a 4-year program in hotel and restaurant administration in the United States.

2) Development of a 4-year curriculum in hotel and restaurant administration to be proposed to Zhongshan University in Canton, Guangdong, People's Republic of China.

Delimitations

The study was limited to 4-year undergraduate programs of hotel and restaurant administration in colleges or universities. Purposely excluded were programs identified as travel or general hospitality industry administration or specifically related programs.

Limitations

The population of this study are 20 top-ranked hotel and restaurant administration programs identified through a poll survey conducted by Dr. Thomas Calnan in 1988. The results of the survey were obtained from the Director of the National Restaurant Association in Washington D. C. One limitation was the inability of the researcher in this study to control the selection of the participants.

The instrument used to gather data was a letter mailed to the directors of the twenty identified 4-year hotel and restaurant administration programs. Currently used curricula at these institutions and university undergraduate catalogues were requested. The researcher of the study had no control on the development of the data.

Definition of Terms

The following definitions are included to enhance the understanding of this study:

Competence: knowledge, skills, attitude, understanding and judgement that someone possesses when doing something (Robertson, 1970).

Content: fundamental facts, concepts and principles of the subject matter. The central idea of a science and the relationship among these concepts are content structure (Robertson, 1970).

Controlled Electives: credit hours that are assigned for certain topics as electives.

Credit Hours: the number of semester hours granted for a particular course by a given school. One credit hour is usually equivalent to one theory hour per week or two to three laboratory hours per week (Bell, 1984).

Curriculum: all experiences that the institution provides to assist the student in acquiring competencies needed to obtain the goals and objectives of the educational institution and the subject matter (Robertson, 1970).

Curriculum Development: the group of activities, plans, projects, and reports which deal with the on-going nature of the education process; development specifically involves changing existing content or methods in courses by changing the objectives of a single course offering in a curriculum or of an entire degree program (Lundberg, 1979).

Free Electives: credit hours that are not assigned to certain topics as electives.

General Education: courses which every student in a college or university has to take.

Hotel and Restaurant Administration: an area of work and study which applies principles and information from a number of disciplines to the problems of selling food, beverages, and lodging to persons away from home. It includes a number of practices and techniques which have been developed, mostly from experience, for accomplishing these purposes (Lundberg, 1979).

Institution: a four-year, post-secondary university, college, or institute designed to provide its students with college accredited education courses.

Internship: a period of time for obtaining work experience by working at a hotel or restaurant (Lundberg, 1976).

Hospitality Courses: courses which refer to hotel and restaurant administration.

Supportive Courses: courses in relation to the content of business subjects and computer science.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this research is to study existing curricula currently being used by the 4-year hotel and restaurant administration programs in the United States and develop a proposed curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China.

The proposed curriculum will be submitted for acceptance to the administration of Zhongshan University.

The review of literature is organized into four sections. First, a brief discussion of the history and current status of hotel and restaurant administration in higher education in the United States is presented. Hotel and restaurant administration curriculum is discussed in necessary for employment in the field. The third section concentrates on general curriculum development principles with reference to higher education. The final section of this review deals with related components in curriculum development for hotel and restaurant administration.

Hotel and Restaurant Administration

Education Development

The hotel and restaurant industry has been in existence for about two centuries. Accompanying the development of social and technological sciences, the industry has been changed from a bed-and-breakfast home-style lodging service into a complex management system whose ultimate objective is to meet specific social needs while maintaining a satisfactory profit margin (College Entrance Examination Board, 1987).

However, education for hotel managers was largely through experience. Until the early 1920s most of the managers in the industry, reflecting every culture, religion, sex, and race at every level of responsibility, had been trained on the job. The American Hotel Association was responsible for initiating a program of instruction for hotel management at the college level (Lundberg, 1976).

In 1922, university education for the hotel business became a reality with the establishment of the School of Hotel Management at Cornell University, Ithaca, New York. Its hotel training facility, Stalter Hall, which was completed in 1950, pointed the way for other successive college level programs.

Following Cornell University, several other universities developed their hotel and restaurant education

programs before World War II. These institutions were Michigan State University in 1928, and University of Massachusetts, Pennsylvania State University, the University of New Hampshire, and Washington State University in the 1930's. Florida State University and Denver University developed their programs in the early 1950's.

College level education for the hotel and restaurant business has begun to flourish in American universities since the 1960's. Programs began at the University of Hawaii and the University of Southern Nevada in the early 1960's. Two more universities added their programs in 1969, which were the University of Houston and Stout State University in Wisconsin. In the early 1970's, Florida International University in Miami and California State Polytechnic University started their 4-year programs (Lundberg, 1979).

Currently there are 165 postsecondary institutions throughout the United States offering education programs in the field of hotel and restaurant administration. One hundred and thirty-six of these are providing 4-year programs. Thirteen universities among the institutions have master's programs. Cornell University, Virginia Polytechnic Institute and State University, and Iowa State University are offering doctoral degrees in the field of hotel and restaurant administration (Lundberg, 1979).

As a business-related major, the hotel and restaurant administration education program in higher education is

providing the industry thousands of competent management personnel each year. This is essential for its rapid and healthy development in the modern social and technological environment. As long as the national and world population continues to grow, there will be an increasing need for managerial expertise in mass lodging and food service. The nature of these industries may change, but not the public demand. Therefore, the future for hotel and restaurant administration graduates looks bright (Collegiate Route, 1978).

Hotel and Restaurant Administration Curriculum Development

Hotel and restaurant administration education is considered a newly developed discipline when compared to other education fields. It includes a number of practices and techniques which have been developed, mostly from experience, for accomplishing these purposes (Lundberg, 1976).

In terms of content of knowledge, the field of hotel and restaurant administration draws upon economics, psychology, food technology, food chemistry, microbiology, engineering, architecture, finance, accounting, marketing management, and business law. These disciplines, approaches, systems, and analytical tools are formulated to make lodging and food service a satisfying emotional experience for people when they are away from home.

Hotel and restaurant administration is described as a social art. The relationship with people--guests, patrons, employees, purveyors, providers and the community as a whole is closer and often more sensitive than most other fields since hospitality industry is a people-oriented profession.

Donald E. Lundberg (1979) had a further description of the managerial profession in the hotel and restaurant industry:

Hotel and restaurant management is an eclectic discipline drawing upon numerous other disciplines. For a person to be successful in any business requires that he/she has highly developed skills in time management, social management, money management, and strategic planning. These are transferable skills, useful in a bureaucracy as well as in a business enterprise. The hotel and restaurant field requires some numerical skills such as those in accounting, statistics, and data processing. Business law, insurance and real estate, and marketing principles are invaluable, and most programs in hotel and restaurant management require that those majoring in the field take those subjects in the school of business.

But hotel and restaurant management requires specific technical skills as well: professional background knowledge, some understanding of nutrition, a great deal of skill in food preparation and service, particular skills in food and beverage cost controls, knowledge of wines and spirits, specialized information about hotel, restaurant, travel, and property management. The manager must also take marketing principles and adapt them to the specialized hotel and restaurant field.

The curricula in most of the 4-year schools included three sections. In addition to the usual general education in basic sciences, humanities, mathematics and English,

hotel and restaurant programs required their students to take courses in business related fields such as finance, accounting, management, marketing, personnel management, and business law, and in occupational related fields such as food service preparation, hotel front desk management, housekeeping, purchasing, food and beverage cost control, design and equipment layout, and hotel engineering.

Richard L. Almarode (1986) indicated that most 4-year institutions in hotel and restaurant administration required two academic years of general education. The concentration in the major was in the third and fourth year. For a broader occupational education, graduates of hotel and restaurant administration should meet requirements of both general university courses and occupational courses. This type of arrangement could give students a diversified background and practical work experience.

Unruh (1975) pointed out that the hotel and restaurant industry was a "people industry". It entertained people in every corner of society. The industry satisfied the customer's basic need to eat, drink, and sleep when they were away from home. Students would not be qualified to work well in the industry without high competence in associating with people. Responding to this qualification, growing numbers of programs had established requirements in communication, speech, sociology, anthropology and public relations. The capability to deal with people was

considered one of the most important skills for a person in the industry.

In occupational related courses, food service was very important. Clinton L. Rappole (1974) from the Hilton School of Hotel and Restaurant Management at the University of Houston, illustrated in great detail the trend for future hotel and restaurant administration education, and stated that:

The food service industry is one of the few retail outlets today where production and selling are done on-premise. The trends, however, indicate that food production is gradually being removed from the restaurant to the commissary, whether it is independent or owned by the restaurant chain. Because of this, the technology, economics, and management of commissary food production is becoming extremely important for the food service industry today. The retail outlet's function is also gradually changing because of the changes in production techniques such as with prepared foods and total convenience.

In order to provide today's and tomorrow's students with a sound education in hotel and restaurant management, the curriculum must be revised to reflect these trends. The area of ready foods and total convenience systems have to be incorporated into existing curriculums to supplement and, in some instances, replace information that is no longer fully applicable to today's food service operations. An integrated approach and a realistic situation is also needed to provide the student with the opportunity to see how the different disciplines --food production, management, accounting and finance, and engineering--interrelate in operations. This would be done in a commercial laboratory under faculty supervision.

In regard to curriculum, Dr. Rappole (1975) further stated:

This curriculum presents an ambitious but not impossible challenge in the amount of material to be taught. However, the role of the four-year college or university in our field must be strengthened as the junior colleges begin to provide some of the information four-year colleges have traditionally provided. If the four-year hotel and restaurant program is to remain a vital force in food management education, it is imperative that the curricula begin to reflect the challenges of the future and not the remedies of the past.

To insure graduates' competence in coping with future trends, the Culinary Institute of America listed a few areas of increasing importance for food service hospitality professionals. These areas were: 1) productivity (cost relation); 2) food processing (technology); 3) commissary operations (preparation, handling, and distribution); 4) nutrition (food chemistry, management, orientation to the appropriate use of prepared convenience foods); 5) sanitation; 6) government rules and regulations; 7) airline feeding; 8) large conglomerate contracting; 9) the use of high protein meat substitutes (e.g., edible cottonseed and soybean products); 10) reconstitution of frozen and preserved foods; 11) equipment purchasing; and 12) the metric system (Barbour, 1975).

Another important part of occupation related courses was an internship. Contemporary experts tended to agree that hotel and restaurant administration could not be taught solely in the university classroom. Some form of work experience or internship was deemed necessary because a

practicum had tremendous educational value for a hotel and restaurant administration curriculum.

Kirk-knwaye (1985) indicated that the internship was the only way for students to obtain work experience in their jobs in a real world operation. It also provides a way to bridge the gap between what they had learned in classrooms and actual practice. He concluded that the primary objectives of the program were to: 1) integrate practical work experience with academic training; 2) become familiar with career opportunities and characteristics of the labor force in the industry; and 3) develop interpersonal skills needed to work productively with employers, customers, and co-workers.

Because of the characteristics of jobs in the industry, the curriculum development for hotel restaurant administration programs was especially integrated and complicated in its content and range of knowledge. Students had to be trained with general education course, business related courses, and occupational related courses. All the knowledge learned in the classroom was linked to practice through an internship program.

Curriculum Development

The concept of curriculum was very broad and concerns about curriculum development are extensive. Broad-scope literature was abundantly available. The following definition was a description of curriculum as it was used in this study.

A curriculum is a set of courses which are designed in a logical sequence and which contain the cognitive knowledge students are expected to learn (Synder, 1984).

Curriculum development was defined as:

The procedure of identifying educational goals and objectives, selecting and organizing content of knowledge in relation to criteria and specialities of the profession and planning learning activities, teaching process and evaluating students' outcomes and the effectiveness of the developing process (Donald, 1983).

The procedure of curriculum development follows these stages: 1) need analysis in accordance with social, business, and political requirements; 2) knowledge identification according to the objective of the education, availability of teaching, and relativity to the capacity of learners; and 3) organizations related to the depth and width of the structure of the knowledge (Accredited Institution, 1988).

In general, theories of curriculum development could be classified into four different schools of thought: 1) subject-centered; 2) experience-centered; 3) objective-centered; and 4) opportunity-centered. Each had its own view of what curriculum development means. Curriculum development could be conducted based on the assumption of each theory (Huff, 1985).

Lee and Dressel (1963) made a statement concerning the development of baccalaureate programs with a specific occupation orientation. They stated that "convincing evidence shows that the number of baccalaureate programs

with a specific occupation is increasing". It was important to justify the curriculum, so that students could have knowledge in both general liberal art and occupation fields. Lee and Dressel (1963) stated that:

The compelling responsibility of those who determine the character and substance of undergraduate professional education is to design curricula which prepare the individual concurrently for a specialized calling and for the other varied activities of life. At first sight these broad purposes might appear to be visionary and unattainable within the normal four or five year period. If, however, only clearly comprehended and essential purposes control curriculum planning, and if all instruction which does not manifestly contribute toward the attainment of these twin objectives is cut away, a defensible program can be designed. The success of such an effort will, however, be dependent upon the acceptance of the basic principle that the professional course of study ought to be a whole in which traditional liberal arts instruction and the technical courses related to a particular occupation are joined to provide the full and relevant higher education appropriate to the needs of our times. (Lee and Dressel, 1963)

To develop a well-designed curriculum, one must assess the needs of the students and the objective of the program. Gillie (1983) stated four factors within curriculum planning: 1) curriculum policies; 2) curriculum content selection; 3) actual development of the overall curriculum; and 4) the arrangement of the learning opportunities within the curriculum (Gillie, 1983).

In the process of planning a curriculum, there were a few points of which to be aware. Dressel described them as: 1) liberal and professional education; 2) breadth and depth; 3) continuity and sequence; 4) conception of learning

and teaching; and 5) continual planning and evaluation (Dressel, 1983).

Dressel also presented experimental elements essential to a balanced undergraduate program. These elements were:

1. The student should have sustained contact with at least different disciplines or areas of study.
2. The student should have an opportunity to explore the historical, philosophical, and cultural backgrounds and implications of the disciplines studied.
3. The student should confront several current problems to which the disciplines he is studying have direct relevance.
4. The student should confront a distinctively different culture and value system.
5. The student should be introduced early to independent study and continue this in increasing scope throughout his four years.
6. The student should have a practical experience which has a significant relationship to the disciplines which he has chosen to emphasize.
7. The student should have team experiences in learning and problem solving.
8. The student should have the experience of living and working in a community of educated people, an experience which provides a model for the kind of living pattern which we hope to encourage by higher education.
9. The student should have continuing experiences in studying and discussing current events.
10. The student should have continuing experiences in organizing and presenting ideas in speech and in writing.
11. The student should have a continuing relationship with one or more faculty members who know him well and are interested in his long-term development as a person.

12. The individual should have continuing experience with a broad evaluation program.

An education program is an integration of curriculum development and teaching and evaluational procedures. An evaluation system must be responsive to the demands of the curriculum development, teaching, and evaluational procedures. An evaluation system, responsive to the demands of curriculum, must be in cooperation with teaching and must be based on a more elaborate and flexible model than can be drawn from the repertoire of the psychometrician or experimental psychologist. The activity of such a system would more nearly resemble an operation research program than a psychological laboratory (Forshay, 1980).

Related Curriculum Research

Specific literature pertaining directly to hotel and restaurant administration curriculum development was found to be very limited. However, several pertinent studies closely related to curriculum development for hotel and restaurant administration were found.

A study done by Clinton Rappole (1977) is entitled, "Survey and Development of a Typical Curriculum for Four-year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institutional Administration." This study conducted a survey on existing hospitality management programs at American colleges and universities and

provided guidelines for curriculum development for college level hotel and restaurant administration programs.

Rappole sent letters to twenty-one colleges and universities. The information requested was a university catalog, a catalog for hospitality management programs, and a typical degree plan for hospitality management programs.

In order to compare the courses in various programs easily, Rappole arbitrarily categorized the titles of the courses and gave them definitions. The broad categorization of the courses in the curricula of hospitality management programs had two sections: General University Courses and Hospitality Courses. The General University and Hospitality Courses included the following subdivisions:

General University Courses

- a. Mathematics
- b. Natural Sciences
- c. Social Sciences
- d. Communication Skills
- e. Accounting & Finance
- f. Business
- g. Language
- h. Required Electives
- i. Free Electives
- j. Physical Education

Hospitality Courses

- a. Required Subjects
- b. Internship
- c. Electives

The conclusion drawn from this research indicated a general preference for courses in food management,

hospitality, accounting and finance, and business courses such as marketing, personnel management, and law with a hospitality management emphasis.

Rappole recommended that further research was needed to improve the curriculum development for hotel and restaurant administration. Rappole illustrated his opinion by stating that:

Research opportunities exist for the development of curriculum models to meet the future needs of the hospitality management industry. There are evident curriculum needs such as energy management but other future needs must be anticipated and met by industry and by educational institutions. It is, therefore, vital that existing programs reexamine their educational mission. An eventual accrediting agency could be established to administer hospitality management education programs which would assist in the professionalization of our educational programs and our industry (Rappole, 1977).

A similar study was done by Robert F. Lukowski, Ray Budde, and Norman Cournoyer (1974). The information was obtained by computerized questionnaires. The courses issued by surveyed programs were categorized in a similarly manner as Rappole had done.

The result of this study indicated concerns from both industry and higher education institutions about the importance of basic liberal education like communication, calculation, spelling and basic accounting, and human relations for the students in hotel and restaurant administration. The researchers implied that those which develop students' competencies in verbal, written

communication, human relations, and analytical skills were the most successful programs.

This study also gave implications to the importance of internship. Lukowski, Budde, and Cournoyer concluded that:

No one hotel and restaurant administration program can solve all the needs of the hospitality industry. It is industry's responsibility to provide training positions in which students may be trained in the application of knowledge acquired in the classroom while they are in school. Only in this manner can a student be molded to fit the company image.

Several other studies were indirectly discovered about hotel and restaurant administration curriculum development. These studies were all concentrated on doing research on management competencies in the industry of hospitality. However, the results of the studies were valuable enough to be included as implications to hotel and restaurant administration curriculum designers.

One of these studies was Clifford Morris' (1973) research on "Job Competencies Expected of Hotel and Restaurant Administration graduates with Implications for Curriculum Development." Morris intended to: 1) find the job competency expectation held by restaurant operators in Oklahoma for graduates of hotel and restaurant administration at entry-management levels; 2) determine the relationship between selected variables and the rankings of these job competencies; and 3) give

implications and make recommendations as to curriculum development in higher education.

The results of the study revealed that close relationships existed between curriculum development for higher education institutions and industry expectations. The study also showed the ranking of importance of competencies that Oklahoma restaurant operators expected for entry-level management personnel.

<u>Area of Concern</u>	<u>Percentage</u>
Employee Training	26
Housekeeping	20
Food Purchasing	14
Accounting, bookkeeping	12
Management principles (theory)	11
Employee hiring	9
Building renovation or maintenance	4
Catering problems (banquets)	3
Equipment purchasing	1

Finally, in regard to the interrelationship of education and industry, the National Restaurant Association (1981) conducted a conference with directors of 4-year hotel and restaurant administration programs. This conference provided an opportunity for the food service industry and baccalaureate programs in hotel, restaurant and institution management to exchange views on the cooperation of developing competent graduates for the industry.

At the conference, the industry recommended a few changes for hotel and restaurant administration programs, which included: 1) stress basic courses like accounting, food preparation, cost control, design, and real estate;

2) students were better rounded by 4-year programs rather than 2-year programs; 3) mix skillings and concepts; and 4) management technique studies were important.

Another study done by Richard Francis Tas (1983), was about the identification of the competencies of entry-level hotel manager trainees. The ultimate objective of the study was to provide guidelines for curriculum development of hotel and restaurant administration. The research surveyed 205 hotel general managers all over the United States and assessed the ratings of importance of competencies for entry level hotel manager trainees in relation to personal and job backgrounds of the hotel general manager, regions of the hotel locations, and the size of the hotels. The competencies studied in the research were listed in Appendix B on page 76 of this study (Tas, 1983).

The conclusions of Tas' research were that: 1) human relations abilities were essential to most of the general managers in selecting their entry level hotel manager trainees; 2) the competency studied in the research covered three domains of learning: cognitive, affective, and psychomotor; 3) academic degrees, work, location of hotel, and ages of the general managers did have influence on identification of competencies for an entry-level hotel manager trainee; and, 4) a congitudinal follow-up study was needed to assess whether the hotel and restaurant administration education programs were providing courses

that could cultivate students with the kinds of knowledge they were expected to have.

Summary

Hotel and restaurant administration in higher education has existed for half a century. It has taken a long time for the hospitality industry to recognize the importance of its existence and the necessity for the complicated and integrated subject matter offered in colleges and universities. A hotel and restaurant administration curriculum draws information from a variety of disciplines. In relation to the characteristics of the industry, skills such as management, business, human relations, food production, and public relations seem often identified.

In the major recommendations on curriculum development for hotel and restaurant administration, the most significant ones were keeping consistent with the trends of the industry and bridging the information taught in the classroom with actual practice. Current concerns about the curriculum are content of food system management, productivity, purchasing, nutrition, sanitation, government rules and regulations, layout design, and equipment maintenance.

Past research has been conducted on competencies for entry-level hotel and restaurant management personnel. The results can serve as guidelines for curriculum

development for hotel and restaurant administration programs. Some studies on curriculum development for hotel and restaurant administration programs were done about a decade ago. A comparison of the most current curricula used by existing programs in colleges and universities in the United States will provide background and supporting information for developing an additional 4-year university curriculum for hotel and restaurant administration programs which will be proposed to Zhongshan University.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This study is a comparative educational research on the curricula currently being used in existing 4-year hotel and restaurant administration programs in the United States. The proposed curriculum generated from this study will be suggested for the 4-year hotel and restaurant administration curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China.

This chapter describes the methodology involved in conducting the study. It includes information about the type of research, a description of the subjects, the instrumentation, the procedures used to collect data, and a summary.

Type of Research

The research for this study is basically descriptive. According to Gay (1976):

Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. One common type of descriptive research

involves assessing attitude or opinions. Descriptive data are typically collected through a questionnaire survey, an interview, or observation.

The survey method was used to identify the content of the curricula being used by existing 4-year hotel and restaurant administration programs in the United State.

Population and Samples

The subjects in this study were selected from the population of colleges and universities in the United States. The criterion for being included in the population was the offering of a 4-year undergraduate degree with a concentration in hotel and restaurant administration at the institution. The number of higher education institutions which satisfied this criterion was 136. These institutions were listed in the Index of Majors for the 1987-1988 Academic Year (College Entrance Examination, 1988).

This study was limited to the 20 top-ranked hotel and restaurant administration programs. The 20 programs were identified by a poll survey taken by Thomas W. Calnan, Director of the School of Hotel, Restaurant and Tourism Administration at the University of New Orleans in 1988. The participants of Calnan's survey were 76 deans, directors, and chairmen of degree granting hospitality management programs. This study reflected their perception of the educational quality of the 136 hospitality programs, with the poll having been conducted on a point-based system.

In Calnan's study the hotel and restaurant administration programs in higher education institutions in the United States were evaluated based on the criteria of: 1) curriculum work; 2) credentials of faculty members, and 3) training facilities. In the study, the participants were requested to list, from number 1 to 20, the nation's best 20 hotel and restaurant administration education programs.

Since the result of the survey was in the process of publication, the researcher contacted the Director of Education of the National Restaurant Association (Washington D. C.) to obtain the list of the 20 top-ranked programs. The top-ranked U.S. hotel and restaurant administration programs were:

1. Cornell University
2. University of Nevada, Las Vegas
3. Michigan State University
4. Florida International University
5. University of Massachusetts
6. Purdue University
7. Pennsylvania State University
8. University of Houston
9. University of Wisconsin-Stout
10. Washington State University
11. Virginia Polytechnic Institute and State University
12. University of Hawaii
13. Florida State University
14. University of New Hampshire
15. University of New Orleans
16. University of Denver
17. California State Polytechnic Institute
18. Rochester Institute of Technology
19. Oklahoma State University
20. University of South Carolina

Collection and Analysis of Data

A letter of inquiry was sent to each director of the twenty 4-Year hotel and restaurant administration programs. This letter requested a copy of the curricula currently being used in the program and a copy of the university catalogue.

The 1988 enrollment figures and the types of educational institutions that were included in the study were obtained from the Council on Postsecondary Accreditation within the American Council on Education in their annual publication entitled, Accredited Institutions of Post-Secondary Education (1987).

The curriculum of each program was compared and reported in frequencies and percentages. The methodology utilized by Clinton Rappole (1977) in his study, "Survey and Development of a Typical Curriculum for Four-year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institution Administration" was modified for use in this study.

In Rappole's study, he categorized all courses from various curricula into two divisions and gave definitions for each. The two broad categorizations in Rappole's study were General University Courses and Hospitality Courses. These two categorizations were further divided into various subject areas.

The modifications made by the researcher of this study based on Rappole's study were: 1) to separate accounting, finance, and business sections from the main General University Courses categorization and establish another new main categorization entitled "Supportive Courses"; 2) to combine communication skill courses and language courses into one subject area; 3) to combine physical education courses with "Free Electives"; 4) to change the title of General University Courses to "General Education"; and 5) to change the of title Required Electives to "Controlled Electives". The Supportive Courses category included all business related courses and courses on computer science. These courses included: Management, Marketing, Accounting, Finance, Business Law, Personnel Management, Computer Literacy and Computer Programing. The reason for the new category was that many colleges and universities did not include these courses in their general education course; consequently, these courses were usually not required for non-business major students.

The combination of communication skills and language subject areas were totally for convenience to research. The researcher of this study found, after a pilot study of the curricula from the 20 hotel and restaurant administration programs, that there was not a hotel and restaurant administration program in the United States that required students to take a foreign language course.

Therefore, the following broad categorizations of subject areas utilized in this study were:

General Education

- a. Mathematics
- b. Natural Science
- c. Social Science
- d. Communication Skills
- e. Controlled Electives
- f. Free Electives

Supportive Courses

- a. Business
- b. Computer Science

Hospitality Courses

- a. Required Subjects
- b. Electives
- c. Internship

Secondly, in Rappole's study, he defined each subject division and indicated the types of courses to be included in these subject areas. The subject areas and courses included in this study were as follows:

General Education

Mathematics - This area is for: Calculus, Algebra, Trigonometry, Quantitative Analysis. Accounting, Finance, and Statistics are not included under mathematics.

Natural Science - This area includes: Chemistry, Physics, Biology, Zoology, Bacteriology, Geology. Food science courses that deal in the organic properties of food are considered a portion of the Hospitality Management course.

Social Science - This area includes: Psychology, Sociology, Economics, Political Science, History. Business courses such as Management or Marketing are not listed under this area.

Communication Skills - This area includes: English, Expository Writing, Speech, Literature,

and Business Technical Writing. If a language is a required part of a hospitality management degree plan, it is included under this area.

Controlled Electives - This area is for required electives that are taken from General University Courses.

Free Electives - Total number of hours available for free electives.

Supportive Courses

Business - This area includes Accounting, Principles of Management, Principles of Marketing, Personnel Management, Human Resource Management, and Finance. Any courses related specifically to the hotel and restaurant administration are not included in this section.

Computer Science - Due to the importance of this subject to a future hospitality manager, courses on computer literacy and computer programming are listed independently.

Hospitality Courses

Hospitality - All occupationally related courses on hospitality administration are included in this section, such as Introduction to Hospitality Industry, Quantity Food Preparation, Front Desk Management, Housekeeping Management, Food and Beverage Cost Control, etc.

Hospitality Electives - This section includes all courses that are listed in the curriculum of hotel and restaurant administration as electives, which are: Meat Science, Hotel Design and Layout, Wine and Spirit, etc.

Internship - This is a period of time which is usually required for every hotel and restaurant administration student.

To analyze the data obtained from the twenty hotel and restaurant programs, all curricula were compared in terms of the credit hour distribution in the different subject areas, the total credit hour requirements for a

degree, and the requirements of the internship. For the convenience and accuracy of the comparison, credit hours in various subject matter areas were converted to percentages by dividing the credit hours in every subject area into the total credit hours required for graduation. Despite the wide range of variations in these programs, an attempt was made to carefully examine each curriculum.

In addition to the comparative analysis of the curricula, general information was also collected and analyzed on the twenty programs such as the type of university, total number of university enrollment, type of college in which the program was housed, as well as title of the program. The researcher believed that the percentage distribution of credit hours in various subject areas in the existing hotel and restaurant administration curricula as well as the general information about the programs could serve as indicators for curriculum development of a more intensive 4-year hotel and restaurant administration program.

CHAPTER IV

Result of the Study

Introduction

The purpose of this research was to study existing curricula currently being used by four-year hotel and restaurant administration programs in the United States and develop a proposed curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China.

This chapter presents the findings of the study. The data was obtained from twenty 4-year hotel and restaurant administration programs in the United States. The first section of this chapter is a description of the data collection procedure and the populations. In the second section, existing curricula and descriptive statistics are compared. The chapter concludes with a summary of the findings.

Description of Participants

The participants of this study were directors of the top-ranked twenty 4-year hotel and restaurant administration programs in the United States. These twenty programs were identified in a survey conducted by Dr. Thomas W. Calnan

in 1988. The researcher contacted the Director of Education at the National Restaurant Association (Washington D. C.) to obtain the results of the study.

For the purpose of collecting information on the curricula of the twenty top-ranked hotel and restaurant administration programs, a letter was mailed to the directors of the twenty hotel and restaurant administration programs on December 15, 1988. In the letter, current curriculum materials and a university catalogue were requested. A copy of this letter is shown in Appendix A, page 75.

After one month, 13 of the 20 directors responded by sending curriculum materials and university catalogues. On January 15, 1989, as a follow-up procedure to encourage the remaining 7 directors to respond, the researcher contacted them by telephone. Within twenty days of the contact, the remaining seven directors responded. All twenty curriculum guides and university catalogues, which reflected a 100% response rate, were usable for the purpose of this study.

Data Analysis I: Program Information

Location

These twenty top-ranked hotel and restaurant administration programs were located in eighteen different states. (see Figure I, page 38) New York and Florida had two top-

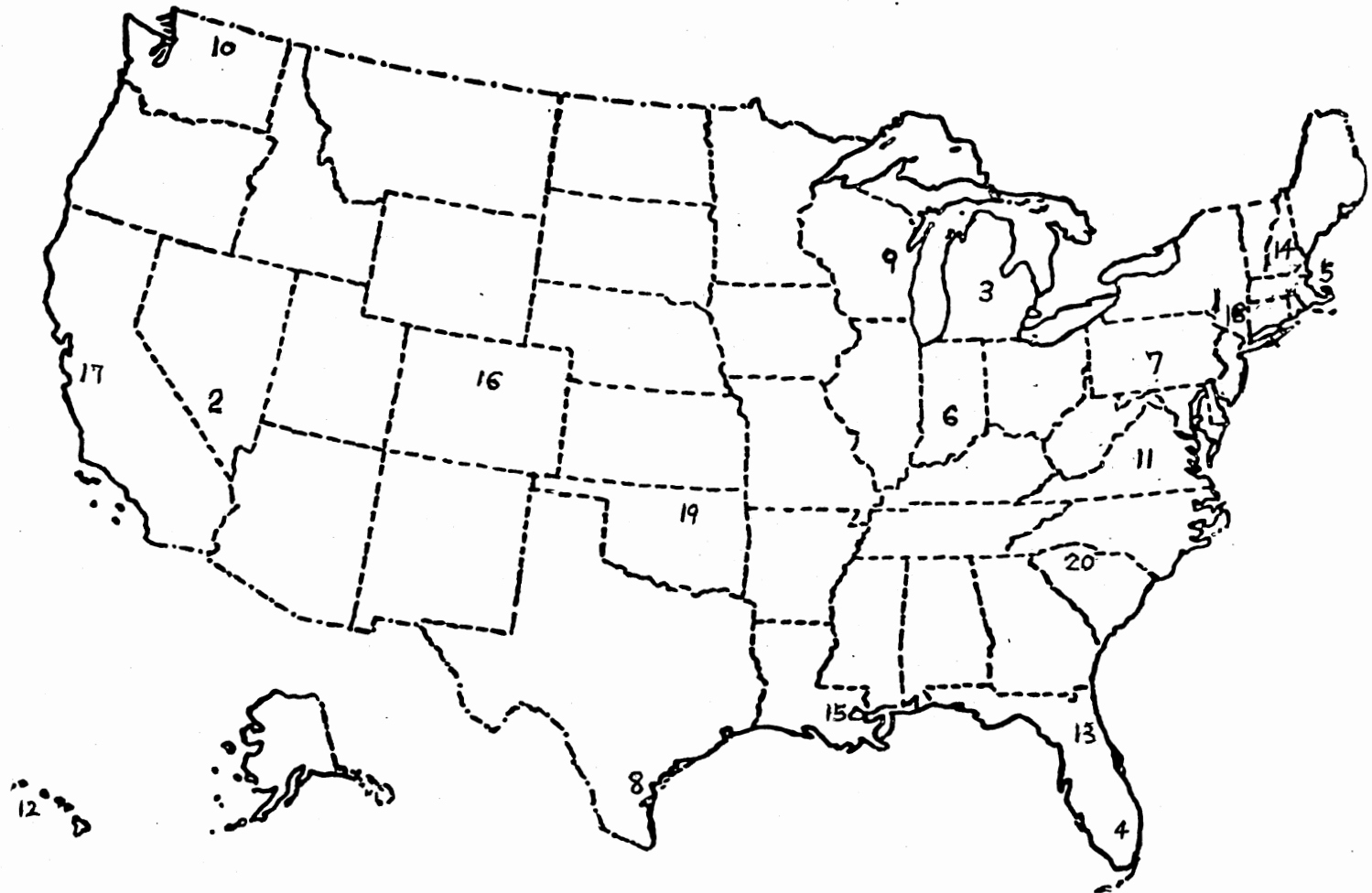


Figure I: The 20 4-year hotel and restaurant administration programs of Calnan's study in the United States.

* Numbers are the ranks of Calnan's study (see page 30).

ranked hotel and restaurant administration programs in their higher education institutions. The researcher did not find any special characteristics in the distribution of locations of these programs.

Type of Institution and Enrollment

Table I, page 40-41 shows the type of universities in which the twenty hotel and restaurant administration programs are located and the university enrollment. A majority of the twenty institutions were public or state-supported universities; only three were private universities (Cornell University, the University of Denver, and Rochester Institute of Technology). In Calnan's study, these private institutions ranked numbers 1, 16, and 18, respectively with number 1 as the best in quality and number 20 the least.

Three of the twenty institutions were identified by the Council of Postsecondary Accreditation as technological oriented. These institutions were Virginia Polytechnic Institute and State University, California State Polytechnic University, and Rochester Institute of Technology. These institutions ranked numbers 11, 17 and 18, respectively in Calnan's study. The other institutions were identified as comprehensive universities.

According to the statistics provided by the American Council on Education in its 1988 annual report, Accredited Institutions of Postsecondary Education (Accredited Insti-

TABLE I
 TYPE OF INSTITUTION AND ENROLLMENT OF
 THE TWENTY 4-YEAR HOTEL AND
 RESTAURANT ADMINISTRATION
 PROGRAMS

Institution	Type of Institution	Enrollment (1988-1989)
1. Cornell University Ithaca, New York	Private	18,446
2. University of Nevada Las Vegas, Nevada	Public	9,838
3. Michigan State University East Lansing, Michigan	Public	38,925
4. Florida International University Miami, Florida	Public	10,986
5. University of Massachusetts Amhurst, Massachusetts	Public	27,156
6. Purdue University West Lafayette, Indiana	Public	30,693
7. Pennsylvania State University University Park, Pennsylvania	Public	35,261
8. University of Houston Houston, Texas	Public	24,077
9. University of Wisconsin-Stout Stout, Wisconsin	Public	7,336
10. Washington State University Pullman, Washington	Public	16,193

TABLE I (Continued)

Institution	Type of Institution	Enrollment (1989)
11. Virginia Polytechnic Institute & State University Harrisburg, Virginia	Public	22,554
12. University of Hawaii Honolulu, Hawaii	Public	15,250
13. Florida State University Tallahassee, Florida	Public	19,876
14. University of New Hampshire Durham, New Hampshire	Public	13,602
15. University of New Orleans New Orleans, Louisiana	Public	12,770
16. University of Denver Denver, Colorado	Private	5,222
17. California State Polytechnique University Pomona, California	Public	14,159
18. Rochester Institute of Technology New York, New York	Private	13,387
19. Oklahoma State University Stillwater, Oklahoma	Public	18,175
20. University of South Carolina Columbia, S. Carolina	Public	18,096
* Data obtained from Council on Postsecondary Accreditation in the 1987-1988 publication, <u>Accredited Institutions of Postsecondary Education</u> .		

tutions, 1988), the enrollment in these twenty higher education institutions ranged from the highest at Michigan State University (38,925) and the lowest at the University of Denver (5,222). Among the twenty universities, three had enrollments under 10,000 which were the University of Nevada, Las Vegas; the University of Wisconsin-Stout; and the University of Denver. These institutions ranked numbers 2, 9 and 16, respectively, on Calnan's list.

Program Title

Table II, page 43-44 shows the title of the twenty programs and the schools or colleges in which the programs are housed. The twenty hotel and restaurant administration programs studied had five different identifications. Eight of the programs were entitled "Hotel and Restaurant Management" or "Administration", and four were entitled "Hotel, Restaurant and Institutional Administration". Four others connect their hotel and restaurant administration program with tourism because they were housed in a school or college which is academically related to the tourism or travel industry, giving them the title "Hotel, Restaurant and Tourism or Travel Administration". Three programs were entitled "Hotel Administration". The program at Florida International University was uniquely entitled "Hospitality Management".

TABLE II

TITLES OF THE TWENTY 4-YEAR HOTEL AND
RESTAURANT ADMINISTRATION PROGRAMS

Institution	Title
1. Cornell University	Hotel Administration
2. University of Nevada Las Vegas	Hotel Administration
3. Michigan State University	Hotel, Restaurant & Institution Administration
4. Florida International University	Hospitality Management
5. University of Massachusetts	Hotel, Restaurant & Travel Administration
6. Purdue University	Restaurant, Hotel & Institution Administration
7. Pennsylvania State University	Hotel, Restaurant & Institution Administration
8. University of Houston	Hotel & Restaurant Management
9. University of Wisconsin- Stout	Hotel & Restaurant Management
10. Washington State University	Hotel & Restaurant Administration
11. Virginia Polytechnic Institute & State University	Hotel, Restaurant & Institution Administration
12. University of Hawaii	Hotel & Restaurant Management
13. Florida State University	Hotel & Restaurant Management
14. University of New Hampshire	Hotel Administration

TABLE II (Continued)

Institution	Title
15. University of New Orleans	Hotel, Restaurant & Tourism Administration
16. University of Denver	Hotel & Restaurant Management
17. California State Polytechnic University	Hotel & Restaurant Management
18. Rochester Institute of Technology	Food, Hotel & Tourism Management
19. Oklahoma State University	Hotel & Restaurant Administration
20. University of South Carolina	Hotel, Restaurant & Tourism Administration

* Data obtained from the university catalogs collected for this study.

College or School Where Housed

Table III, page 46-47 shows five of the twenty hotel and restaurant administration programs that exist independently within their institutions while others are housed in a college or school. These independent programs are: The School of Hotel Administration, Cornell University; The College of Hotel Administration, the University of Nevada, Las Vegas; The School of Hospitality Management Florida International University; The Center for Hospitality Management, California State Polytechnic University;

and The Conrad N. Hilton College of Hotel and Restaurant Management, University of Houston. Five of the twenty programs were housed in a college or school related to food, natural resources and human development. Program titles were: The College of Food & Natural Resources, University of Massachusetts, Amhurst; The College of Health and Human Development, Pennsylvania State University; The College of Human Resources, Virginia Polytechnic Institute & State University; The College of Applied Science & Technology, Rochester Institute of Technology; and, The College of Applied Professional Science, University of South Carolina.

Five of the twenty programs were housed in colleges or schools of business administration. These programs were: Michigan State University, the University of Hawaii, Florida State University, the University of New Orleans, and the University of Denver. Two of the programs housed in the College of Business Administration and Economics were: Washington State University and the University of New Hampshire. Two of the programs housed in the College of Home Economics were: University of Wisconsin-Stout and Oklahoma State University. Purdue University had its hotel and restaurant administration program in the School of Consumer & Family Science.

TABLE III

DEPARTMENT, COLLEGE, OR SCHOOL IN WHICH
HOTEL AND RESTAURANT ADMINISTRATION
PROGRAMS ARE HOUSED *

Institution	Department of	College or School of
1. Cornell University	- - -	Hotel Administration
2. University of Nevada, Las Vegas	- - -	Hotel Administration
3. Michigan State University	Hotel, Restaurant & Institution Administration	Business
4. Florida International University	- - -	School of Hospitality Management
5. University of Massachusetts	Hotel, Restaurant & Travel Administration	Food & Natural Resources
6. Purdue University	Restaurant, Hotel & Institution Management	Consumer & Family Sciences
7. Pennsylvania State University	Hotel, Restaurant Institution Management	Health & Human Development
8. University of Houston	- - -	Hotel & Restaurant Management
9. University of Wisconsin-Stout	Hotel, Restaurant Management	Home Economics
10. Washington State University	Hotel, Restaurant Administration	Business & Economics
11. Virginia Polytechnic Institute & State University	Hotel, Restaurant & Institution Management	Human Resources

TABLE III (Continued)

Institution	Department of	College or School of
12. University of Hawaii	Hotel, Restaurant Management	School of Travel Industry Management Col. of Bus. Ad.
13. Florida State University	Hotel, Restaurant Management	Dept. of Hospitality Administration in Col. of Bus. Ad.
14. University of New Hampshire	Hotel Ad.	Whitemore School of Bus. & Eco.
15. University of New Orleans	Hotel, Restaurant & Tourism Ad	Col. Bus. Ad.
16. University of Denver	Hotel, Restaurant Management	Col. of Bus. Ad.
17. California Polytechnique University	Hotel, Restaurant Management	Center for Hospitality Management
18. Rochester Institute of Technology	Food, Hotel & Tourism Management	Applied Science Technology
19. Oklahoma State University	Hotel, Restaurant Administration	Home Economics
20. University of South Carolina	Hotel, Restaurant & Tourism Administration	Applied Profession Science

* Data obtained from the university catalogs collected for this study.

TABLE IV
 COMPARATIVE ANALYSIS OF THE TWENTY
 4-YEAR HOTEL AND RESTAURANT
 ADMINISTRATION CURRICULA

Institutions	Math	Nat Sci	Soc Sci	Comm Skills	Contl Elec	Free Elec	Busi- ness	Comput Sci	Hospi- tality	Hospi- tality Elec	Total Cred Req	Intern- ship
1. Cornell University	Hrs % 3 2.5			6 5	18 15	23 19.17	6 5	6 5	58 48.33		120	6-8 Months
2. University of Nevada, Las Vegas	6 4.69	6 4.69	18 14.06	9 7.03		14 10.94	21 16.41		42 32.81	12 9.38	128	800 hrs
3. Michigan State University	5 4.37	7 5.46	5 4.37	6 4.92	12 9.84	12 9.84	20 16.39	2 1.64	49 38.89	4 3.28	122	800 hrs
4. Florida International University	6 4.88	9 7.32	15 12.20	6 4.88		9 7.32	15 12.20		63 51.22		123	800 hrs
5. University of Massachusetts	6 5	9 7.50	18 15	6 5		9 7.50	24 20	6 5	33 27.50	9 7.50	120	800 hrs
6. Purdue Univesity	6 4.62	6 4.62	9 6.92	9 6.92	6 4.62	16 12.31		6 4.62	72 55.38		130	300 hrs
7. Pennsylvania State University	6 4.62	9 6.92	24 18.64	9 6.92		12 9.23	14 10.77		28 21.54	28 21.54	130	400 hrs

TABLE IV (Continued)

Institutions		Math	Nat Sci	Soc Sci	Comm Skills	Contl Elec	Free Elec	Busi- ness	Comput Sci	Hospi- tality	Hospi- tality Elec	Total Cred Req	Intern- ship
8. University of Houston	Hrs %	3 2.34	6 4.69	12 9.38	12 9.38	14 10.94	7 5.47	9 7.03	3 2.34	50 39.06	12 9.38	128	
9. University of Wisconsin- Stout		9 7.03	6 4.69	25 19.53	15 11.52			15 11.72		43 33.59	15 11.72	128	320 hrs
10. Washington State University		6 5	6 5	9 7.50	9 7.50		24 20	30 25	3 2.50	27 22.5	6 5	120	500 hrs
11. Virginia Polytechnic Institute and State University		6 4.69	8 6.25	15 11.72	6 4.69		9 7.03	30 23.44	3 2.34	51 39.84		128	9 Credit
12. University of Hawaii		3 2.42	9 7.26	24 19.35	6 4.84	15 12.10	15 12.10	29 23.39		38 30.65		124	800 hrs
13. Florida State University		6 5	9 7.5	16 13.33	6 5		20 16.67	12 10	6 5	45 37.5		120	600 hrs
14. University of New Hampshire		3 2.34	9 7.03	18 14.06	3 2.34		24 18.76	24 18.76	3 2.34	44 34.38		128	400 hrs

TABLE IV (Continued)

Institutions	Math	Nat Sci	Soc Sci	Comm Skills	Contl Elec	Free Elec	Busi- ness	Comput Sci	Hospi- tality	Hospi- tality Elec	Total Cred Req	Intern- ship
15. University of New Orleans	6 4.69	8 6.25	15 11.75	12 9.38		9 7.03	42 32.81		36 28.13		128	10 Weeks
16. University of Denver	4 3.3	8 6.6	16 13.33	11 8.89		19 16.11	19 16.11	3 2.22	40 33.33		120	1,000 hrs
17. California State Polytechnic Institute	5 4.55	11 9.09	16 13.64	8 6.82			21 18.18	3 2.27	40 34.09	13 11.36	117	800 hrs
18. Rochester Institute of Technology	6 4.89	5 4.35	25 20.11	3 2.17		9 7.61	19 15.22	5 4.35	40 32.61	11 8.70	123	1,600 hrs
19. Oklahoma State University	3 2.42	5 4	10 8.06	12 9.68	4 3.23	12 9.68	21 16.94		49 39.52	8 6.45	124	1-3 Credit
20. University of South Carolina	6 4.72	9 7.09	21 16.54	9 7.09	6 4.72	15 11.81	9 7.09	3 2.36	43 33.86	6 4.72	127	
Average Hours in Subject Areas	6	8	17	8	8	14	20	4	45	11	124.4	
Average % of the Total Credit Requirement	4.20	6.12	13.12	6.51	6.35	10.59	16.13	3.2	33.79	7		

Data Analysis II: Comparative Curriculum Analysis

The results of the curriculum analysis of data is shown in Table IV page 48-51 grouped under the categories of Mathematics, Natural Science, Social Science, Communication Skills, Controlled Electives, Free Electives, Business, Computer Science, Hospitality, Electives, Internship, and total credit hours required for graduation. All credit hours were converted into percentages by dividing the credit hours of every subject area into the total credit hour requirement for graduation. Therefore, both actual credit hours and percentage of total credit requirement for graduation were compared.

The sequence of course arrangement was obtained through the calculation of frequency counts of the courses offered by more than half of the hotel and restaurant administration programs. Mode of the frequency was also calculated to determine the year in which a certain course was required to be taken by most of the institutions.

Math

In mathematics, all twenty universities had requirements for at least one course. The highest percentage in this area was 7.03% of the total credit requirement for graduation found at the University of Wisconsin-Stout.

The average percentage of the total credit hour requirement in mathematics was 4.2%.

There were various math courses listed in the twenty curricula; three courses were offered by more than half of the twenty universities. The titles of the three courses with brackets containing the numbers of institutions that required the courses were : College Algebra (17), Techniques of Calculus (13), Statistics (10).

Natural Science

All of the institutions except Cornell University had credit requirements in Natural Science. The two technical institutes possessed the highest and lowest percentage requirements. Rochester Institute of Technology's requirement of natural science was 4.35% of its total credit hour requirement for graduation and California State Polytechnic required 9.09%. The average percentage requirement in natural science was 6.12%.

A variety of courses natural science were found in the twenty curricula. Five courses which were required by over half the universities, along with frequencies are: General Chemistry (17), Elementary Biochemistry (16), Human Nutrition (15), General Microbiology (10).

Social Science

The percentage of credit hour requirements in Social Science ranged from 4.37% required by Michigan State

University to 20.11% required by Rochester Institute of Technology. The average percent of credit hours in social science to the total credit hour requirements for graduation was 13.12%. Cornell University did not have specific requirements in this subject. The courses that were required by over half of the institutions and the frequencies are: American History (18), Microeconomics (17), Macroeconomics (17), American Government Administration (16), Introduction to Anthropology (15), and Introduction to Psychology (13).

Communication Skills

All twenty universities required communication skills courses. The range of percentages in total credit hour requirements for graduation was from 2.17% at Rochester Institute of Technology to 11.72% required by the University of Wisconsin-Stout. The average percentage of credit hours required in communication skill courses to the total credit hour requirements for graduation was 6.51%. English Composition and Business Writing were two courses required by each university.

Controlled Electives

Six of the twenty universities had controlled elective requirements. The percentages of controlled electives to the total credit requirements for graduation ranged from 3.23%, required by Oklahoma State University

to 15% required by Cornell University with an average of 7.35%.

Free Electives

All twenty universities, except the University of Wisconsin-Stout and California State Polytechnic University, had requirements in Free Electives. The highest percentage was 20% required by Washington State University and the lowest was 5.47% required by the University of Houston. The average percentage of credit hour requirements of Free Electives was 11.59%.

Business

This subject area includes any courses that were related to business. The percentage requirements ranged from 5%, at Cornell University to 32% at the University of New Orleans. The average percentage requirement of the subject matter area of Business to the total credit hour required for graduation was 16.13%. Purdue University was the only institution that did not have specific requirements in business subjects. The courses offered by over half of the twenty institutions and the frequencies were: Basic Accounting (19), Principles of Management (19), Principles of Marketing (19), Finance (18), and Human Resource Management (11).

Computer Science

Computer Science related courses were required by 13 of the 20 universities. The percentages ranged from 2.2% required at the University of Denver to 5%, at Cornell University, Michigan State University, and Florida State University. The average percentage of the credit hour requirements for graduation in Computer Science was 2.89%. Computer Literacy was required by all 13 universities.

Hospitality

Hospitality was required as the most important component, containing the largest number of credit hours in the hotel and restaurant administration curricula. All universities required over 21.54% of the total credit hours for graduation in this subject area. The requirement for hospitality courses ranged from 21.54% at Pennsylvania State University to 55.38%, at Purdue University. The average percentage of credit hour requirements for Hospitality was 39.88%. In this subject, courses required by over half of the 20 institutions and the frequencies were: Introduction to the Hospitality Industry (20), Quantity Food Preparation (19), Hospitality Marketing (16), Hospitality Finance (15), Hospitality Law (16), Facility Layout & Design (14), Food and Beverage Cost Control (14), Housekeeping (13), Front Office (12), Personnel Management

in Hotel and Restaurant (12), Sanitation (11), Purchasing in Hotel & Restaurant (10).

Hospitality Electives

Eleven of the twenty programs had hospitality elective requirements. The range of the percentages was from 5% of the total credit hours required for graduation at Washington State University to 21.54%, at Pennsylvania State University.

Internship

The requirements in the subject area of internship or practicum, differed from the number of clock hours, the number of weeks or months, to the numbers of credit hours. The Hotel Administration School at Cornell University required six to eight months for internship. The University of New Orleans requires ten weeks. Virginia Polytechnic institute and State University and Oklahoma State University had nine and three credit hour requirements, respectively. The University of Houston and the University of South Carolina did not have specific requirements on internship or practicum.

In terms of clock hours, two institutions had high numbers of requirements of more than 1,000 hours. Rochester Institute of Technology requires 1,600 working hours in the industry and the University of Denver requires 1,000 working hours. Counting a week as 40 working hours,

Cornell University's internship requirement of six to eight months could equal 960-1,280 working hours. Therefore, the three institutions which had internship requirements of near 1,000 working hours were private universities or institutes.

The sequence of course arrangement in the twenty 4-year hotel and restaurant administration curricula were compared and analyzed by calculating the frequencies of their appearance in freshman, sophomore, junior and senior years. Table V, page 58-59 illustrates the analysis by showing the names of the courses that were offered by over half of the institutions, the frequency counts, and the modes. There was no difference in the sequence of course arrangement in the twenty hotel and restaurant administration curricula.

All courses in general education except Human Nutrition and Business Writing are offered in the freshman or sophomore years. All of the courses in business were offered in both the sophomore or junior years. In hospitality, all of the courses except Introduction to the Hospitality Industry, Quantity Food preparation, and Sanitation were required to be taken in the Junior or Senior years.

Summary of Results

The data analysis revealed that the twenty top-ranked hotel and restaurant administration programs were located

TABEL V
 SEQUENCE OF COURSE ARRANGEMENT IN
 HOTEL AND RESTAURANT
 ADMINISTRATION
 CURRICULA

Course	Years Courses are Offered					Mode
	Fr	So	Jr	Sr		
<u>Mathematics</u>						
College Algebra	16					Fr
Techniques of Calculas	12					Fr
Statistics	5	6				So
<u>Natural Science</u>						
General Chemistry	17					Fr
Elementary Biochemistry	15					Fr
Human Nutrition	3	3	1	8		So
General Microbiology	10					Fr
<u>Social Science</u>						
American History	17					Fr
Microeconomics	9	8				Fr
Macroeconomics	9	8				Fr
American Government	16					Fr
Introduction to Anthropology	9	1				Fr
Introduction to Psychology	8	4				Fr
<u>Communication</u>						
English Composition	20					Fr
Business Writing	1	3	11	2		So
<u>Business</u>						
Accounting	18					Jr
Principles of Management			18			Jr
Principles of Management			15	3		Jr
Finance			14	3		Jr
Human Resource Management			9	3		Jr
Intermediate Accounting			4	6		Sr

TABLE V (Continued)

Course	Years Courses Are Offered					Mode
	Fr Year	So Year	Jr Year	Sr Year		
<u>Computer Science</u>						
Computer Literacy	10	2				Fr
<u>Hospitality</u>						
Introduction to the Hospitality Industry	20					Fr
Quantity Food Preparation		8	11			So
Hospitality Marketing			9	7		Jr
Hospitality Finance			7	8		Sr
Hospitality Law			5	11		Sr
Facility Layout & Design			5	9		Sr
Food & Beverage Cost Control			8	6		Sr
Housekeeping			13			Jr
Front Office			12			Jr
Personal Management in Hotel and Restaurant			9	3		Jr
Food Production System Management			2	10		Sr
Sanitation			4	7		Sr
Purchasing in Hotel & Restaurant			3	7		Sr
* Fr = Freshman Year						
So = Sophomore Year						
Jr = Junior Year						
Sr = Senior Year						
Mode = The year in which most institutions offer the course.						
n = 20						

all over the United States. There were no special characteristics in the location distribution.

Program information provided current statistics pertaining to the twenty top-ranked hotel and restaurant administration programs in the United States. The majority of the programs were provided in public or state-supported universities with variety in titles. In the twenty higher education institutions, hotel and restaurant administration programs were housed in a variety of colleges or schools. Five of the twenty programs existed independently within the institutions.

The comparative data analysis showed that there were differences in: percentage distribution of credit hour requirements in various subject areas, total credit hour requirements for graduation, and internship requirements. There was a distribution of disciplines integrated in the curricula of hotel and restaurant administration programs. There was little difference in the sequence of course arrangement in the hotel and restaurant administration curriculums. Private institutions had higher requirements on internships or practicums in terms of working hours.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter includes a summary of the research, conclusions obtained from the data analysis, a proposed 4-year hotel and restaurant administration curriculum, and recommendations concerning the proposed curriculum.

Summary

Curriculum development of hotel and restaurant administration is considered by this researcher as one of the most difficult subjects in higher education because it is highly integrated in its content, wide range of knowledge, and the characteristics of the industry.

The objectives of this study were to examine and compare 4-year undergraduate hotel and restaurant administration programs in the United States. The findings of the comparison had provided a basis for developing a proposed 4-year hotel and restaurant administration curriculum for Zhongshan University at Canton, Guangdong, People's Republic of China.

The subjects participating in the research were administrators from the twenty top-ranked hotel and restaurant administration programs in American universities identified by a poll-study conducted by Thomas Calnan in 1988.

The method of data collection used in this study was a letter mailed to the directors of the twenty hotel and restaurant administration programs. Curriculum currently being used by the identified programs and university catalogues were requested as the sources of the data for this study. All twenty directors responded to the request by sending their curricula and university catalogues.

The data analysis was conducted by a comparative analysis of the curricula and university catalogues. Credit hours required in various subject areas, frequency counts of all courses, and percentages of required credit hours of every subject area to the total graduation credit hour requirements were obtained. The average credit hour requirements and percentages of every subject in the total credit hour requirement for graduation were calculated. The requirements for internship in the hotel and restaurant administration programs were also analyzed and reported.

In addition to the analysis of the curricula, general information about the twenty hotel and restaurant administration programs was also analyzed and reported. This information included the location, type and enrollment

of the institution, title of the programs, and the colleges or school in which the programs were housed. This information was reported in table I through VI.

Objective I

The comparative analysis of the curricula currently being used by the twenty top-ranked hotel and restaurant administration programs in the United States revealed differences in credit hours requirements in subject areas as well as total credit hour requirement for graduation. Though all but two programs had internship and practicum requirements, the types of requirements and time length had diversity. No differences were found in the sequence of course arrangement in the twenty hotel and restaurant administration curricula. In this study, private institutions were found to have a greater emphasis on requirements of internship and practicum in terms of working hours.

One similarity found in this comparative study was that all programs addressed the development of their student's professional skills. All programs stressed hospitality and business related courses in their curricula.

Program information relative to current hotel and restaurant administration programs revealed that a majority of the hotel and restaurant administration programs were provided by public, higher education institutions. These programs were located in various locations

TABLE VI
 GUIDELINES FOR CURRICULUM DEVELOPMENT
 OF A FOUR-YEAR HOTEL AND
 RESTAURANT ADMINISTRATION *

Subject	Range of Credit Hours in Subject Areas		Average Credit Hours in Subject Areas	Average % in Total Credit Hour Requirement for Grduation
	Min	--- Max		
Mathematics	3	--- 9	6	4.20%
Natural Science	0	--- 11	8	6.12
Social Science	0	--- 25	17	13.12
Communication Skills	3	--- 15	8	6.51
Controlled Electives	6	--- 18	8	6.35
Free Electives	7	--- 24	14	10,59
Business	6	--- 42	20	16.13
Computer Science	2	--- 6	4	3.2
Hospitality	27	--- 58	45	33.79
Hospitality Electives	0	--- 28	11	7

* Data obtained from the analysis of the university catalogs collected for this study.

throughout the United States without specific characteristics in location distribution.

Differences existed in the titles of the hotel and restaurant administration programs. These programs were housed in a variety of schools or colleges, with the majority being in the college of Business Administration and Economics.

Objective II

The data analysis of the comparative study provided guidelines which were used to develop a proposed curriculum. These guidelines were presented in Table VI, page 64. The proposed curriculum was a 4-year hotel and restaurant administration program for Zhongshan University which will be reported later in this chapter.

Conclusions

Based on the findings of the study, the researcher reached the following conclusions:

- 1) Differences exist in the credit hour requirements for a bachelor's degree in hotel and restaurant administration between the twenty higher education institution;
- 2) Differences exist in the credit hour requirements in the subject areas in current hotel and restaurant administration curricula;
- 3) Hotel and restaurant administration programs emphasize the development of professional management personnel with a strong business background;

4) There is no difference in the sequence of course arrangement in the 20 top-ranked hotel and restaurant administration curricula;

5) Internship is an important component in hotel and restaurant administration curriculum, though the forms used to satisfy the requirement can be varied;

6) The titles of hotel and restaurant administration programs are diverse;

7) Hotel and restaurant administration programs were housed in different schools or colleges within an institution because of the integration of disciplines that encompass the field of hotel and restaurant administration curriculums.

Proposed Curriculum for
Zhongshan University

Table VII, pages 67-69 presents the proposed 4-year hotel and restaurant administration curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China. Percentage distributions found in the comparative study were used in this curriculum development. Percentages of credit hour requirements in every subject area were designed in the proposed curriculum to equate to the research conducted in this study.

A total of 130 credit hour requirements are utilized, though a credit hour system is still not used in higher education institutions in China.

TABLE VII

PROPOSED FOUR-YEAR HOTEL AND RESTAURANT
ADMINISTRATION CURRICULUM FOR
ZHONGSHAN UNIVERSITY IN
CANTON GUANGDONG PEOPLE'S
REPUBLIC OF CHINA

Subject	Semester Hours	Percentage of Total Credit Hour Requirement
<u>Math</u>		
1. College Algebra	3	
2. Techniques of Calculus	3	
3. Principles of Statistic	3	

	9	6.9%
<u>Natural Science</u>		
4. General Chemistry	3	
5. General Microbiology	3	
6. General Biochemistry	3	
7. Human Nutrition	3	
8. Facility Location & Layout	3	

	15	11.54%
<u>Social Science</u>		
9. Organizational Psychology	3	
10. Economics Principles	3	
11. Introduction to Humanities	3	
*12. Political Science	3	
*13. Elementary Philosophy	3	

	15	11.54%
<u>Communication Skills</u>		
*14. Chinese Composition	3	
*15. English Reading Comprehension	3	
*16. English Writing	3	
17. Business Communication	3	

	12	9.23%
<u>Business</u>		
18. Finance	3	
19. Principles of Accounting	3	
20. Managerial Accounting	3	
21. Principle of Management	3	

TABLE VII (Continued)

Subject	Semester Hours	Percentage of Total Credit Hour Requirement
22. Principles of Marketing	3	
23. Human Resource Management	3	
24. Operations Management	3	

	21	16.15%
<u>Computer Science</u>		
25. Computer Literature	3	

	3	2.31%
<u>Controlled Electives</u> (Choose 3)		
*26. Physical Education	3	
27. Principles of Advertising	3	
28. Introduction of Anthropology	3	
29. Consumer Psychology	3	
30. Oral Business Communication	3	
31. Speech Communication	3	
32. Elementary Sociology	3	
33. Computer Language COBOL	3	

	9	6.92%
<u>Hospitality</u>		
34. Introduction to the Hospitality Industry	3	
35. Quantity Food Preparation	3	
36. Food Preparation Lab	2	
37. Hospitality Accounting	3	
38. Food & Beverage Cost Control	3	
39. Food Purchasing & Storage	3	
40. Housekeeping Management	3	
41. Front Desk Management	3	
42. Maintenance & Engineering	3	
43. Hospitality Legal Affairs	3	
44. Fast Food System Management	3	
45. Hotel and Restaurant Planning & Design	3	

	35	26.92%
<u>Hospitality Electives</u> (Choose 2)		
46. Advanced Food Service Operation	3	
47. Club Operation Management	3	

TABLE VIII (Continued)

Subject	Semester Hours	Percentage of Total Credit Hour Requirement
48. Wine Technology, Merchandising and Marketing	3	
49. Research and Statistical Methods for Hotel and Restaurant Administration	3	
50. Financial Management in Hotel and Restaurant	3	
51. Food Facility Layout and Design	3	

	6	4.62%
<u>Free Electives</u>		
	5	

	5	3.85%
TOTAL	130	100%
<u>Internship</u>		
Primary Work Experience	300 Hours	
Advanced Management Internship	300 Hours	
Total	600	
* Courses Required by China's National Board of Higher Education		

In China, some courses in a university curriculum are specifically required by the National Council of Higher Education. These courses are indicated in the proposed curriculum with asterisks. Course descriptions of the proposed 4-year hotel and restaurant administration curriculum are presented in Appendix C, page 81.

Recommendations Concerning
Proposed Curriculum

The recommendations are intended to assist in the implementation of the 4-year hotel and restaurant administration curriculum at Zhongshan University in Canton, Guangdong, People's Republic of China. The analysis of the existing curriculum and statistical program information obtained from this comparative study and literature review have created a basis for the following recommendations for the program development at Zhongshan University.

(1) The 4-year hotel and restaurant administration program can be housed in the school of management, as a majority of the courses in the curriculum are closely related to business subjects and professional subjects;

(2) A steering committee should be formulated to conduct feasibility studies on prospective student interests to present further recommendations in the development of the 4-year hotel and restaurant administration curriculum related to the community served by Zhongshan University, local hotel and restaurant industry needs, and employment opportunities and prospective student interests to present further recommendations in the development of the 4-year hotel and restaurant administration curriculum;

(3) Faculty member selection and consideration for this curriculum at Zhongshan University should be given

to personnel which not only possess a strong academic background in the field, but who also have hotel and restaurant industry work experience;

(4) The proposed curriculum is only an initial step in the development and implementation of a four-year program in hotel and restaurant administration for Zhongshan University. It should be evaluated and revised by the recommended steering committee and university administration to best serve the needs and purposes of Zhongshan University and its constituency;

(5) A strong, well designed internship program should be developed to strengthen the curriculum. In order to accomplish this objective, support from the local hotel and restaurant industry is necessary;

(6) In developing and implementing this new curriculum, emphasis should be given to the new facilities currently being planned to house the School of Management. Selection of courses should represent the most efficient utilization of future facilities.

SELECTED BIBLIOGRAPHY

- Accredited Institution of Postsecondary Education.
Washington D.C.: American Council on Education
1988, pp. 147-152
- Almarode, Richard. "A Follow-up Study of Junior
College Hotel and Restaurant Education in
Florida." Hotel and Restaurant Commission on
Education, (September, 1986) (Microfiche ED 031
181), pp. 10-20.
- Ball, S. E. "Goals of University Curriculum." College
Study Journal, 18, (1984), pp.102-107.
- Barbour, Henry and Mary Ellen Griffin. "Food Service
Education in the Coming Decade." The Cornell Hotel
and Restaurant Administration Quarterly, 16, 3
(May, 1975), pp. 49-56.
- Bell, Daniel. The Coming of Post-Industry Society:
A Venture in Social Forecasting. New York:
Basic Books, Sept. 1985, pp. 18-27.
- Carr, Stanley. "Tourism Taking off to New Heights."
National Employment Report, (1984), p. 24.
- Cornell University Catalogue, New York: Cornell
University, 1987, pp. 79-125.
- Council of Hotel, Restaurant and Institutional
Education. Directory of Hotel, Restaurant,
Institutional Schools. University Park,
Pennsylvania, 1986, p. 5.
- Donald, Janet. "Knowledge Structure." The Journal of
Higher Education, 58, 1, (1983), pp. 12-18.
- Dressel, Paul. College and University Curriculum
Curriculum. Berkeley, California: McCutchan
Publishing Company, 1988, pp. 34-43.
- Forshay, Arthur. "Curriculum for the 80's: Agenda
for Invention." National Education Association,
Washington, D.C., 1980, pp. 1-71.

- Gay, L. R. Education Research Competencies for Analysis and Application. Columbus, Ohio: Charles E. Merrill Publishing Co., 1986, p.13.
- Gillie, Angelo, Sr. Principles of Post-Secondary Vocational Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1983.
- Hadgis, Nicholas. "Hospitality Education in a Changing Environment." Hospitality Education and Research Journal, 9, 2 (1982), pp. 2-7.
- Huff, J. A. "How to Determine What Course Design Will Be Most Effective." Journal of Education Technological System, 13, 3 (1985), pp. 227-232.
- Kirk-Knwaye, Michael. Handbook of Internship for the Travel Industry Management School at University of Hawaii, Honolulu: University of Hawaii, 1986, pp. 9-13.
- Lee, Jeanette and Paul Dressel. Liberal Education and Home Economics. New York: Institute of Higher Education, 1963, pp. 1-9.
- Lukowski, Robert, Ray Buddle, and Norman Cournoyer. Higher Education for the Hospitality Industry." The Cornell Hotel and Restaurant Administration Quarterly, 15, 4, (1974), pp. 14-20.
- Lundberg, Donald. The Hotel and Restaurant Business. Massachusetts: Cahners Book, International, Inc., 1979, pp. 9-37.
- Lundberg, Donald. The Hotel and Restaurant Business. Massachusetts: Cahners Book, International, Inc., 1976, pp. 2-19.
- Morris, Clifford. "Job Competencies Expected of Hotel and Restaurant Administration Graduate with Implications for Curriculum Development." (Unpub. M.S. thesis, Oklahoma State University, 1973.), pp.1-35.
- Oklahoma State University Catalog 1988-1989, Oklahoma: Oklahoma State University, 1988, pp.127-222.
- Rappole, Clinton. "Food Service Curriculum for the Future." The Cornell Hotel and Restaurant Administration Quarterly, 15, 4 (August, 1974), pp. 51-55.

- Rappole, Clinton. "Survey and Development of a Typical Curriculum For Four-year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institution Administration." Hospitality Education, 1, 2, (1987), pp. 5-16.
- Resnick, D. P., "Student, Curriculum, and Development of Proposed Performance: A Historical and Comparative, Perspect." Education Research 14, (April, 1987), pp. 5-20.
- Robertson, Paul. "An Evaluation of the Electro-mechanical Technology Curriculum at Oklahoma State University." (Unpub. Ed.D dissertation, Oklahoma State University, 1970.)
- Synder, Blasingame and John Holmes. "Basic Coordinator's Guide for Diversified Occupation Program." Washington State Coordinating Council for Occupational Education, (August, 1984), pp. 1-37.
- Taba, Hilda. Curriculum Development. New York: Harcourt, Brace and World, Inc., 1962, pp. 3-19.
- Tas, Richard. "Competencies Important for Hotel Manager Trainees." (Unpub. doctoral dissertation at Oklahoma State University, 1983), pp.19-34.
- The College Entrance Examination Board. Index of Majors 1987-1988. New York, 1987, pp. 123-129.
- "The Collegiate Route to Industry Management." The Cornell Hotel and Restaurant Administration Quarterly, 15, 4 (1978), pp. 8-13.
- Unruth, Glenys. Responsive Curriculum Development. Berkeley, California: McCutchan Publishing Corporation, 1975, p. 9.

APPENDIXES

APPENDIX A

INQUIRY LETTER

December 15, 1988

Dear Program Director,

I am a graduate student in the School of Occupational & Adult Education at Oklahoma State University. To fulfill the requirements for my masters degree, I am conducting a research study on curriculum development for four-year hotel and restaurant administration programs. Based on the results of the study, I will develop a proposed four-year hotel and restaurant administration curriculum for Zhongshan University in Canton, Guangdong, People's Republic of China.

The top-ranked 20 hotel and restaurant administration programs in the United States have been invited to participate in this study. These top-ranked programs were identified in 1988 by a poll survey conducted by Dr. Thomas W. Calnan, Director of the School of Hotel Restaurant and Tourism Administration at the University of New Orleans.

Your response is an invaluable part of this study. I will appreciate your response by sending me the curriculum currently used in your program and a general catalogue of your univeristy.

Please forward the materials by December 31, 1988. Thank you for your kind assistance.

With respect,

Bei Zhuang

APPENDIX B

HOTEL MANAGER TRAINEE

COMPETENCY CATEGORIES

Accounting Procedures and Systems

Assists in the development and maintenance of budgets for each important element of the organization.

Prepares weekly, monthly, and annual financial, and statistical reports.

Analyzes weekly, monthly, and annual financial, and statistical reports.

Evaluates weekly, monthly, and annual financial, and statistical reports.

Compiles accurate, routine operational data in prescribed format for computer analysis.

Develops reliable revenue and expense tracking systems.

Uses past and current information to predict future departmental revenues and expenses.

Analyzes what factors influence the controllability of profits.

Hotel Front Office Procedures

Executes a night audit function proficiently by producing consistently accurate night reports.

Processes hotel arrivals and departures.

Uses front office equipment, such as electronic cash registers, point-of-sale devices, and reservation systems effectively.

Uses past and current information to predict future hotel reservations.

Accurately handles reservation requests by telephone, letter, and central computer-assisted systems.

Performs the duties of front office cashier.

Uses a standardized approach to calculate a marketable room rate structure.

Hotel Sales and Promotion

Identifies various market segments such as commercial, government, and convention business.

Assists in preparing plans regarding sales and promotions, advertising and public relation strategies.

Analyzes past and present business information to effectively predict future marketing strategies.

Professional Housekeeping

Prepares a housekeeper's report.

Organizes the housekeeping carts.

Cleans hotel rooms efficiently according to established standards.

Inspects cleaned hotel rooms according to standard operating housekeeping procedures.

Knowledgeable of hotel guest room interior design principles. For example, color, guest room design, furnishings, fabric, and wall covering.

Food and Beverage Operation

Follows federal, state and local sanitation and safety regulations to insure compliance by the organization.

Plans menus for restaurants, banquets, and special events.

Evaluates menus for restaurants, banquets, and special events.

Establishes menu pricing for restaurants, banquets, and special functions.

Develops food, beverage and equipment purchasing specifications to meet objectives of the operation.

Purchases food, beverage, and miscellaneous items accurately.

Follows established procedures for receiving, storage, and distribution of raw materials.

Conducts accurate inventory on food, beverage and miscellaneous supplies.

Arranges food service equipment for efficient utilization of space.

Designs dining space to meet operational needs.

Plans food and beverage functions such as banquet and catering events.

Performs the various banquet services such as French, American, and buffet.

Performs bar services efficiently.

Controls labor, food, beverage, and other operating expenses.

Personnel

Possesses needed leadership qualities to achieve organizational objectives.

Knowledgeable of personnel policies and procedures which govern supervisory activities.

Delegates responsibility and authority to personnel according to departmental objectives.

Conducts informative and valid interviews with prospective employees.

Plans orientation for incoming support personnel.

Conducts orientation for incoming support personnel.

Evaluates orientation for incoming support personnel.

Plans inservice training for support personnel.

Conducts inservice training for support personnel.

Evaluates inservice training for support personnel.

Assists in the development and control of departmental employee productivity.

Motivates employees to achieve desired performance.

Appraises employee performance.

Follows established personnel management procedures in supervision of employees.

Strives to achieve positive working relationship with employees based on perceptions of work interactions.

Manages employee grievances effectively.

Promotes a cooperative union management relationship.

Develops positive customer relations.

Manages guest problems with understanding and sensitivity.

Other Managerial Responsibilities

Assists in establishing organizational objectives and their priority.

Assists in operational and strategic planning.

Communicates effectively, both written and oral.

Maintains professional and ethical standards in the work environment.

Demonstrates professional appearance and poise.

Develops work flow patterns to meet specific operational requirements.

Prepares time sheets and weekly schedules for employees.

Identifies operational problems.

Makes decisions to solve operational problems under conditions of certainty and uncertainty.

Follows the legal responsibilities associated with hotel operations.

Effectively manages life threatening situations such as fire, bomb threat, serious illness, etc.

Assists in the development of a balanced program of preventative security.

Assists in the development of an effective energy management program.

Assists in the development of operational feasibility studies.

APPENDIX C

COURSE DESCRIPTIONS OF PROPOSED FOUR-YEAR HOTEL AND RESTAURANT ADMINISTRATION CURRICULUM FOR ZHONGSHAN UNIVERSITY IN CANTON, GUANGDONG, P.R.C.

General University Courses

Mathematics

College Algebra: Sets; real numbers; linear equations; inequalities in variables; functions and graphs; systems of linear equations and inequalities; quadratic equations and factoring; the complex number system; exponents, radicals, and the binomial theorem; theory of polynomial equations (Oklahoma, 1988).

Techniques of Calculus: An introduction to derivatives, integrals and their applications, including introductory analytic geometry (Cornell, 1987).

Statistics: An introduction to descriptive and inferential statistics. Frequency distributions; probability; sampling methods and sampling distributions; statistical estimation; hypothesis testing (Oklahoma, 1988).

Natural Science

General Chemistry: A fundamental study of the nature and properties of matter including studies of the common elements and their compounds on the basis of periodic classification, atomic and molecular theories, and the relation of atomic and molecular structure to chemical behavior. A course designed for students needing only one year of chemistry (Oklahoma, 1988).

General Microbiology: A study of the morphology, physiology and classification of bacteria, with

application to industry, soil fertility, food preservation, and sanitation (Oklahoma, 1988).

General Biochemistry: Descriptive survey of the chemistry of living systems. A terminal course for students in applied biological sciences. Not recommended for preprofessional students or for students planning graduate work in biological science (Oklahoma, 1988).

Human Nutrition: Functions of the nutrients in human life processes. Nutrient relationship to health as a basis for food choices (Oklahoma, 1988).

Facility Location & Layout: Design principles and analytical procedures for locating, developing an overall functional relationship plan and the methods for materials receipt, storage and movement for either an industrial or service oriented industry. Product-quantity analysis and material flow, and information routing warehouse design, various layout methodologies, and their measures of merit. Introduction to material handling methods and technologies including automated systems. Case studies and field trips are required (Cornell, 1987).

Social Science

Organizational psychology: Principles of contemporary human management and relations, to relate the concepts of decision-making, human productivity and positive group functioning to one's personal effectiveness, in various life-work styles (Oklahoma, 1988).

Economic Principles: This course is intended to give students a comprehensive introduction to economic principles and problems in both macro and micro economics. The theories will be explained relating to money and banking, labor, taxation, tariffs, and international trade (Oklahoma, 1988).

Political Science: A treatment of the real issues of politics including the social context of politics, the origins of the state, politics and economics, the sources of authority, localism, centralism, and federalism, nation-states and international order (Oklahoma, 1988).

Introduction to Humanities: An interdisciplinary course designed to present the humanities disciplines historically and aesthetically with the emphasis on intergrating humanistic concepts, particularly as they derive from the arts and the humanistic pursuits of man (Oklahoma, 1988).

Introduction to Phylosophy: Selected philosophical problems: the nature of reality, knowledge, value, social ideals and religion (Oklahoma, 1988).

Communication Skills

Chinese Composition: A course designed to acquaint students with the theory and practice of writing at the expected college level. Emphasis on expository writing.

English Reading Comprehension: Basic introductory courses in reading and writing in English language. Grammer, sentence analysis, and reading skill introduction.

English Writing: An advanced writing course designed to improve students writing skills and comprehension ability. Emphasis on expository essey writing.

Business Communication: A course designed to improve students' writing and oral communication abilities in business contents. General knowledge about business correspondence and contracts formation. (Oklahoma, 1988)

Business

Finance: Operational and strategic financial problems including allocation of funds, asset management, financial information systems, financial structure, policy determination and analysis of the financial environment (Oklahoma, 1988).

Pinciples of Accounting: Financial accounting covering the accounting process and principles of accrual accounting (Oklahoma, 1988).

Cost Accounting: Cost accoumulation systems, allocating product costs, planning and controlling costs, standard costing, and profitability analysis (Oklahoma, 1988).

Principles of Management: Management principles and techniques of analysis. Decision making as applied to management systems, organizations, interpersonal relationships and production (Oklahoma, 1988).

Principles of Marketing: Marketing strategy and decision-making. Consumer behavior, marketing institutions, competition and the law (Oklahoma, 1988).

Human Resources Management: Policies and practices used in personnel management. Focuses upon the functions of a human resource management department (Oklahoma, 1988).

Production and Operations Management: Production and operations management utilizing a management science approach. Management decision-making techniques and their application to problems in production and operations management. Examples of applicable techniques include linear programming and decision analysis (Oklahoma, 1988).

Computer Science

Computer Literacy: Description of computer systems or subsystems from the viewpoint of elementary logic functions and logic devices. Number representations for arithmetic operations. Internal and external codes used for data representation. Control and organization of functional units; memory, processor, input-output and control (Oklahoma, 1988).

Controlled Electives (choose 3)

Physical Education: Theory and practice of selected sport and movement activities such as soccer, golf, volleyball, and aquatics; analysis and practice of respective critical skills in each area; basic rules and strategies (Oklahoma, 1988).

Principle of Advertising: Elements and purposes of advertising; media functions, economic aspects, budgets, appropriations, rate structures and terminology (Oklahoma, 1988).

Consumer Psychology: Application of psychology theories in business situations. Personality dynamics and

their application to market estimation (Oklahoma, 1988).

Oral Business Communication: A course designed to acquaint students with the theory and practice of speaking and listening as it applies to business and industry (Cornell, 1987).

Speech Communication: Principles and techniques of preparing for, participating in and evaluating communication behavior in the conversation, the interview, the group discussion and the public speech. A competency-based approach (Oklahoma, 1988).

Elementary Sociology: The science of human society. Emphasis on basic concepts. Assists the student in understanding the social influences on day-to-day life (Oklahoma, 1988).

Computer Programming for Business: Developing computer programs for business applications using the COBOL language. File structures, file updating techniques, sorting, report writing, magnetic tape and disk file handling (Oklahoma, 1988).

Hospitality

Introduction to the Hospitality Industry: Historical development and organizational structure of the hotel and restaurant industries. Social and economic background; industry opportunities, challenges, and limitations (Oklahoma, 1988).

Quantity Food Preparation: Laboratory experience in quantity food production, includes planning use of time, management, food service, standards and high quality food at various cost levels. These standards and quality will be determined by students paying for and consuming the food prepared (Oklahoma, 1988).

Food Preparation Lab: This lab is connected to the course Quantity Food Preparation. Student work in the lab and make, serve and evaluate the steps in quantity food production (Oklahoma, 1988).

Hospitality Accounting: Accounting principles applied in hotel and restaurant industry (Cornell, 1987).

Food & Beverage Cost Control: Application of cost controls; development of cost reduction methods;

examination of budgets, labor cost controls, production controls, and pricing techniques (Cornell, 1987).

Food Purchasing & Storage: This course covers purchasing procedures and methods used in institutional food service. In addition, information on food standards, methods of procurement, and records is included. Required field trips reinforce classroom instruction (Cornell, 1987).

Housekeeping Management: Housekeeping management in the hospitality industry. Organization, labor controls, material and equipment costs, customer expectations of today's lodging, food service, and institutional housekeeping departments (Cornell, 1987).

Front Desk Management: Various jobs in the hotel front office and the procedures involved in registering, accounting for, and checking out guests. The organization, duties and administration of institutional housekeeping as related to the front desk (Cornell, 1987).

Maintenance & Engineering: Problems in building maintenance. Fundamental analysis of heat, light and power. Air conditioning and plumbing systems. Emphasis on energy conservation (Cornell, 1987).

Hospitality Legal Affairs: A study of the laws applicable to the ownership and operation of hotels, restaurants, and other hospitality institutions serving the public (Cornell, 1987).

Supervisory Techniques: This course provides training for working with training personnel and the improvement of relationship and work methods by individual projects, group work and required field trips (Cornell, 1987).

Hotel and Restaurant Promotion and Sales: Fundamentals of sales promotion, the sales department, publicity types, methods of soliciting group business. Versatility, cost timing and results of use of the advertising media (Cornell, 1987).

Advanced Food Service Operation: Conceptual analysis of hotel operation systems such as food and beverage service, housekeeping, sales, properties management, personnel, accounting and front office. Investigation of inter- and intra-department functions (Oklahoma, 1988).

Dining Room Management: Experience in organization and management of table and beverage service in varied food service settings (Oklahoma, 1988).

Institutional Food Service Layouts and Equipment: Space allocations and equipment arrangements will be studied utilizing time-and-motion efficiency. Specifications for institutional equipment (Oklahoma 1988).

Seminar in Convenience Foods: The comparison of the financial, managerial and technological factors of the emerging product, convenience foods. Class projects involve comparison analysis of conventional and convenience foods (Cornell 1987).

Hotel and Restaurant Administration Seminar: Trends in the hotel and restaurant industry field, employment opportunities and plans for progress and advancement. Procedure in securing positions will be discussed as well as the problems of employer-employee relationships (Cornell, 1987).

Multi-Unit Food Operations: Study of policy and procedure influencing the human side of hospitality management. Management decisions of multi-unit franchising, finance, menu strategy and marketing (Cornell, 1987).

Internship

Primary Work Experience: (400) Supervised field experience to obtain the feeling of working in hotel and restaurant facilities.

Advanced Management Internship: (400) Supervised experience in a approved facility to coorelate the application with academic theory. To be involved in management activities and on-site observation.

VITA

Bei Zhuang

Candidate for the Degree of
Master of Science

Thesis: A COMPARATIVE STUDY ON CURRICULUM DESIGN FOR
HOTEL AND RESTAURANT ADMINISTRATION AND
DEVELOPMENT OF A PROPOSED CURRICULUM

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Canton, Guangdong, People's
Republic of China, July 3, 1960, the daughter
of Chong Tak Sheng and Ho Guai King. Married
to Yan Min Zhang on November, 15, 1983.

Education: Graduated from the Laboratory High School,
of the South China Teacher's College, Canton,
Guangdong, People's Republic of China, in June,
1978; received Bachelor of Arts Degree in English
Language & Literature from Zhongshan University
in June, 1983; completed requirements for the
Master of Science Degree at Oklahoma State
Univeristy in July, 1989.

Professional Experience: Instructor of English,
Guangdong Institute of Technology, 1983-1987.