

DEVELOPMENT OF A PROPOSED HOTEL AND RESTAURANT  
ADMINISTRATION CURRICULUM FOR  
NICHOLLS STATE UNIVERSITY IN  
THIBODAUX, LOUISIANA

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DOCTOR OF EDUCATION  
May, 1979

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Title of Study: DEVELOPMENT OF A PROPOSED FOUR-YEAR HOTEL AND RESTAURANT ADMINISTRATION PROGRAM FOR NICHOLLS STATE UNIVERSITY IN THIBODAUX, LOUISIANA

Pages in Study: 101 Candidate for Degree of Doctorate of Education

Major Field: Vocational-Technical and Career Education

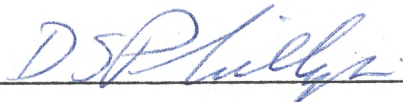
Minor Field: Food, Nutrition and Institution Administration

Scope and Method of Study: This study reports the results of a comparative analysis of curriculums used in four-year hotel and restaurant administrative programs in the United States. Objectives of the study were the examination and comparison of curricula of the existing four-year programs in hotel and restaurant administration, development of a proposed curriculum in hotel and restaurant administration for Nicholls State University in Thibodaux, Louisiana, and analysis of data relative to the current status of hotel and restaurant administration programs in the United States. The method used to collect data was a letter of inquiry written to the directors of selected hotel and restaurant administration programs requesting a copy of the curriculum currently being used in their program, the overall objective of each program and the general university undergraduate catalog. In addition, information relative to the type of institutions, enrollment of the institution, the hotel and restaurant administration program enrollment, number of faculty members, and predicted graduates for 1980 was obtained.

Findings and Conclusions: The results of this comparative analysis produced guidelines for the development of a proposed four-year hotel and restaurant administration curriculum at Nicholls State University in Thibodaux, Louisiana. These guidelines were the average number of credit hour requirements in identified subject matter categories, as well as percentages of credit hour requirements in subject matter categories of the total credit hours required. The proposed hotel and restaurant administration curriculum for Nicholls State University requires 130 credit hours represented by the subject matter categories of math, natural science, social science, business, communication skills, accounting and finance, humanities, physical education, required electives, free electives, hotel and restaurant administration courses and internship requirements. Program statistical data provided information relative to the current status of hotel and restaurant programs in the United States. This information and projected future demands of the hotel and restaurant industry derived through the review of literature provided additional guidelines in the development of the proposed curriculum. Conclusions produced from this study were: (1) there is considerable difference in credit hour requirements in subject matter categories in existing hotel and restaurant administration programs; (2) hotel and restaurant

administration programs are usually housed in the school or college of business administration within their institution; (3) program titles are diverse for hotel and restaurant administration programs but direct relationships are evident; (4) males represent the greatest enrollment in hotel and restaurant administration programs; (5) overall objectives of each hotel and restaurant administration programs emphasized the development of managers or leaders with a business background for the lodging and restaurant industry; (6) internship requirements differ widely in hotel and restaurant programs; (7) the distribution of disciplines that encompass the field of hotel and restaurant administration provides the reason for the variegate of school, colleges and departments depicted; and (8) the similarity in hotel and restaurant administration program characteristics generates the need for a curriculum which is diverse in disciplines, yet wordinated in purpose.

ADVISER'S APPROVAL

A handwritten signature in blue ink, appearing to read "D. J. Phillips", is written over a horizontal line.

## ACKNOWLEDGMENTS

Appreciation is expressed to Dr. Donald S. Phillips for serving as thesis committee chairman and Dr.'s Lloyd Wiggins, Richard Tinnel and Esther Winterfeldt, for serving as committee members to guide this study.

Gratitude is expressed to Mr. Richard Gaven, Director of Education of the National Restaurant Association, for his assistance in the identification of four-year hotel and restaurant administration programs in the United States.

To the directors of the hotel and restaurant administration programs a special "thanks" is extended for contributing the data necessary to complete this study.

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## CHAPTER I

### INTRODUCTION

The hospitality industry today is dependent for success upon hired employees. Millions of people are employed in hundreds of skills and the industry depends upon thousands of suppliers. The question is, of course, where will the industry find trained people to fill these needs? The answer, in large part, is from educational institutions that are training young people in the skills required by the hospitality industry.

No longer can this industry depend, as it once 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 (9, p. 4)

The hospitality industry in Southeast Louisiana is growing and creating a need for trained personnel. As a result, Nicholls State University in Thibodaux, Louisiana, has received requests from industry to develop a four-year program in hotel and restaurant administration.

#### Statement of the Problem

In response to inquiries from industry relative to the development of a four-year hotel and restaurant administration program officials at

Nicholls State University have given initial consideration to the development of such a program. The final decision for implementing this new program will be influenced by many factors. Examples of these factors are the related job opportunities in the community, needs and interests of potential students, amount and sources of financial support, the availability of required resources, facilities and equipment and curriculum organization and the selection of course offerings.

All factors and activities leading to the implementation of a new program require detailed attention. However, this study is concerned only with the decision regarding the selection of course offerings. The problem with which this study is concerned is the lack of guidelines relative to the content appropriate for a four-year hotel and restaurant administration program.

#### Purpose of the Study

The purpose of this study was the development of a proposed hotel and restaurant administration curriculum for Nicholls State University in Thibodaux, Louisiana. The proposed curriculum was developed through a comparison of curriculums used in existing four-year hotel and restaurant administration programs in the United States.

The proposed curriculum was for submission to the administration of Nicholls State University.

#### Need for the Study

Until recently, very little curriculum planning has been performed with the utilization of education research. In vocational education, because of the rapid changes being experienced in just about all

occupational areas, curriculum planning must become increasingly dependent upon the findings of sound educational research (20).

It is hoped that through this educational research the development of the proposed curriculum in hotel and restaurant administration, Nicholls State University will readily implement a four-year program in hotel and restaurant administration to meet the demands of the rapidly growing restaurant and hotel industry in Southeast Louisiana, thereby meeting the needs of the community served by the university. It is also hoped that through the results of this study insight will be gained into the current status of hotel and restaurant administration programs in the United States.

#### Objectives of the Study

The objectives of this research study are to:

1. Examine and compare curriculums used by institutions presently offering a four-year program in hotel and restaurant administration.
2. Development of a proposed curriculum in hotel and restaurant administration to be used at Nicholls State University in Thibodaux, Louisiana.
3. Gain information relative to the current status of hotel and restaurant administration programs in the United States.

#### Limitations

This study was limited to the 50 institutions identified as having four-year hotel and restaurant administration programs. The instrument used to gather data was a letter mailed to the directors of these

programs in the United States. The hotel and restaurant administration curriculum currently being used by the institutions surveyed, the overall general objective of the program and the general university undergraduate catalog was the data requested.

#### Definition of Terms

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

Vocational Education: vocational and technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a state board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals in advanced education programs (5, p. 4).

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 (27, p. 1).

Curriculum Development: that group of activities, plans, projects, and reports which deal with the on-going nature of the education process; development specifically has to do with 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** (29, p. 7).

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

Credit Hours: are 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 (34).

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The purpose of this study is the development of a proposed hotel and restaurant administration at Nicholls State University in Thibodaux, Louisiana. The proposed curriculum will be developed through a comparison of curriculum in existing four-year hotel and restaurant administration programs throughout the United States.

The proposed curriculum will be submitted for acceptance by the administration of Nicholls State University.

This review of literature is divided into four sections. First, a brief discussion of the history and current status of hotel and restaurant administration is presented. Hotel and restaurant administration curriculum is discussed in the second section, with a minor emphasis in the skills necessary for employment in the field. The third section leads into general curriculum development principles with reference to higher education curriculum development. The final section of this review deals with related curriculum research.

#### Hotel and Restaurant Administration

##### Education Development

Until the 1920's, education for the hotel manager was largely through experience. Most managers, like the managers of other

enterprises at that time, did not have the advantage of a university education (27). The American Hotel Association was responsible for initiating a program of instruction for hotel management at the college level.

In 1922 the School of Hotel Management at Cornell University, Ithaca, New York, under Professor Howard B. Meek, became the best known of the hotel schools. Its Stalter Hall, completed in 1950, pointed the way for hotel training facilities (27).

Following Cornell University, several other universities developed hotel management education programs with varying degrees of enthusiasm and persistence. In 1928, Michigan State University started a hotel program. In the latter 1930's the University of Massachusetts, Pennsylvania State University, the University of New Hampshire, and Washington State University began hotel programs (27). Florida State University and Denver University developed programs of study after World War II.

More recently developed programs have begun at the University of Hawaii and the University of Southern Nevada. Three more universities added programs in 1969: the University of Houston, Stout State University in Wisconsin, and the University of Guelph, the first such university program in Canada (27). The first classes in hotel, food, and travel services were originated in 1972 at Florida International University in Miami while California got its first four-year degree program in 1973 at California State Polytechnic University, Pomona.

Today, there are more than 100 junior and community colleges offering programs in hotel and food management throughout the United States with 50 institutions presently offering four-year degree programs combining hotel and restaurant administration. This discipline is new and has received only sporadic support from university and college

administrators. Many of the programs have too few faculty members and insufficient financial support. As a result, several institutions have started programs only to allow them to lapse (27).

In 1969, about 700 degrees were granted to students completing the four-year course, while in 1975, there were 1,400 graduates from the forty-two colleges offering bachelor-degree programs in lodging and food service management in the United States (7). In August, 1974, The Cornell Hotel and Restaurant Quarterly published an article, "The Collegiate Route to Industry Management" (7), in which they further stated that the future for hotel and restaurant administration graduates looks bright. So long as the nation's and the world's 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.

#### Hotel and Restaurant Administration Curriculum

The field of hotel and restaurant administration is 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 (27).

Interdisciplinary in scope, the field of restaurant and hotel management draws upon economics, psychology, management, food technology, food chemistry, microbiology, physics, engineering, architecture, accounting, marketing and law. From these disciplines are formulated approaches, systems, and analytical tools designed to make lodging and



food service satisfying emotional experiences for people when they are away from home (27).

Hotel and restaurant administration is described as a social art. The relations with people--guests, patrons, employees, purveyors, and the community at large--are closer and often more sensitive than in most fields.

Donald E. Lundberg (27), in his text, The Hotel and Restaurant Business, further describes hotel and restaurant management in these statements:

Hotel and restaurant management is an eclectic discipline drawing upon numerous other disciplines, especially economics, nutrition, psychology, marketing, engineering, insurance and real estate, law, accounting, statistics, and data processing.

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 management, restaurant management, travel management, and property management. The manager must also take marketing principles and adapt them to the specialized hotel and restaurant field (p. 102).

The curricula in most of the four-year schools include blocks of instruction in food preparation and service, accounting, hotel engineering, management, finance, marketing, and business law; these are in addition to the usual university--required blocks in the basic sciences, humanities, mathematics, and English. More recently, courses involving

data processing have been added (27).

The hotel and restaurant program for City College of San Francisco, California, describes their curriculum as somewhat complex and emphasizing five major categories. These categories are: (1) graduation requirements and general education; (2) related business instruction; (3) hotel and restaurant classes; (4) food preparation and service training; and (5) work experience. The administration and faculty stress constant feedback and assessment of students, as well as practical training.

Richard L. Almarode (1), in his publication, "Guidelines for Hospitality Education in Junior Colleges," states that most four-year institutions in hotel and restaurant administration require two academic years of general education. The concentration in the major is in the third and fourth years.

Mr. Almarode also recommends that for a much broader occupational education for the hotel and restaurant administration graduate, the student should meet the requirements of both an occupational course and the university. This preparation will give the student a diversified background and practical work experience.

Clinton L. Rappole, Ph.D. (32), from the Hilton School of Hotel and Restaurant Management at the University of Houston, describes the trends for curriculum for the future in hotel and restaurant administration in his article, "Food Service Curriculum for the Future."

Rappole states:

The food service industry is one of the few retail outlets today where production and selling are done on-premise. The trends, however, indicates 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 ready 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 (p. 55).

Dr. Rappole further states:

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 curriculums begin to reflect the challenges of the future and not the remedies of the past (p. 55).

In an article, "Food Service Education in the Coming Decade" (3), the Culinary Institute of America lists several areas of increasing importance to insure graduates the competence in coping with future trends. The areas of importance for the food service hospitality professionals are: (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 and 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.

In The Cornell Hotel and Restaurant Administration Quarterly, August, 1974, edition (7), an article concerning the collegiate route to industry management was published. This article deals with the comparison of two routes a student in hotel and restaurant administration may take in their training program. These two routes are the corporate route or the self-planned management route which can be incorporated into the curriculum.

In the corporate training program the student is rotated as a worker for several months in each major area of the operation to learn company policy and practices. When he demonstrates competence, he is moved to supervisory and later to managerial duties. The second route, and the one taken by most students, is for the graduate to build his own promotional training program by taking an industry job at a level where he has special skills and then moving up the ladder, either in the same organization or by finding a better job in another.

The corporate route is paved toward management, while the self-planned route is longer, has interesting stops, and may have a different objective. Whether the corporate or management route is introduced into the curriculum, the student should be constantly alert to changes of industry and make the most of his opportunities to apply his special education and experience to new developments.

#### Curriculum Development

To determine the needs of the students in order to be able to develop a relevant vocational-occupational curriculum, one must assess on-going vocational-occupational programs that would be applicable to

fulfilling identified needs of local students. This statement was made by Marie Blassigame Synder and John W. Holmes (37) in their study, "Basic Coordinator's Guide for Diversified Occupation Programs."

The American Vocational Journal, in an article, "Developing, Revising and Updating Curriculum to Meet On-the-Job Needs" (12), listed the steps in curriculum development, revision, and updating as: (1) decide on curriculum organization and select program offerings, based on an assessment of employment opportunities, student desires and needs, resources available and constraints; (2) assess employer and job requirements; (3) formulate performance objectives for program, and select measures of attainment of objectives; (4) assess characteristics of target populations; (5) design program; (6) implement and conduct program; and (7) conduct follow-up of graduates.

Milton Gold (21), in his text, Working to Learn, expresses that education for an occupation, as a life-adjustment approach, presents the difficulty of organization of subject matter. In order that instructional materials are oriented to the student, they must be prepared locally even if sources of material are not local. From these instructional materials, local improvements and curriculum changes are stimulated.

In the text, Liberal Education and Home Economics by Jeanette Lee and Paul L. Dressel (25), a statement concerning the development of baccalaureate programs with a specific occupation orientation was made.

This statement was:

A review of the emerging characteristics of the American economy and the history of higher education supplies convincing evidence that the number and the variety of baccalaureate programs with a specific occupation orientation will inevitably increase. It is important, therefore, that steps be taken now to justify the assumption that undergraduate professional schools will have both vocational and general objectives, and that these aims will be clearly

reflected in the structure and the content of the curriculum. 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 (p. 5).

Angelo Gillie (20), in his text, Principles of Post-Secondary Vocational Education, states four broad categories 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. In addition, there are a variety of forces which exert influences on curriculum planning: (1) national efforts in the same educational area; (2) effects of tradition; (3) accreditation policies, regulations, and requirements; (4) kinds and number of colleges and universities in the region and state; (5) the nature of the regional business-industrial community; (6) regional public opinion of higher education in particular; (7) kinds and strengths of special interest groups; (8) the availability of textbooks and publishers of materials in that curriculum; (9) regional critics of education and the focus of their criticism; (10) findings from educational research relevant to the curriculum area; and (11) attitudes of the educational profession as a whole and of occupational educators in particular toward the program being considered.

Also suggested by Mr. Gillie (20) is a sequence of activities for decision-making in initiating a new program curriculum in post-secondary education. The sequence was (1) initial inquiry of college authorities; (2) review of initial inquiry by the board of trustees; (3) conduct a community-regional study which identifies major components of program; (4) report survey results; and (5) the decision.

Regarding classification of courses, Gillie (20) states:

The course types in this new program can be categorized as occupational, support and general education. There is no evidence at this time to indicate that an optimum ratio of these three types of courses exist. The laboratory experiences are the heart of most occupational programs and differ according to program orientation (p. 124).

In contrast to Gillie's statement that there exists no definite optimum arrangement of general and specific education, Phillip Phenix (30), in his text, Realms of Meaning, states that the scope of the curriculum for any given person should be narrow rather than broad. Each person should be highly trained in a specialty instead of comprehensively as a generalist. Depth of knowledge and skill should be the goal, rather than superficial acquaintance with a variety of fields.

George H. Voegel (40), in his publication, "A Curriculum Organization Grid System: A Model for Community College Curriculum Development," presents another model for effective organization of the curriculum. Suggested is a comprehensive developmental program most appropriate to the community college should not follow a definite sequence but should be flexible and draw on content from a number of disciplines.

Charles Frankel (18), in his text, Education and the Barricades, states that colleges and universities must become "relevant." In their atmosphere and in their curricula they must make connection--they must connect with students' wants and feelings, they must connect learnings

with conscience, they must connect information with ideas, and they must connect the campus with what lies beyond the campus.

Lewis Mayhey (28), in his publication, "The Collegiate Curriculum, An Approach to Analysis," provides a variety of evidence an institution should consider in reaching curricular decisions. Such evidences should include: (1) students--their characteristics, traits, desires, and needs; (2) graduates--their performance, characteristics, attitudes, and reflections about their college experience; (3) faculty members--their ages, abilities, interests, development, and motivations; (4) cost of courses, departments, divisions, colleges, development, and motivations; (5) expectations of those who use the products of a college--employees, husbands and wives, the military; (6) expectations of the larger society; (7) the changing character of society and, even more importantly, the rate and direction of change; (8) practices elsewhere and assessment of experienced gains and losses; and (9) patterns of progression through the collegiate years.

Paul Dressel (14), in his text, College and University Curriculum, presents five essential elements in planning a curriculum. These elements are: (1) liberal and vocational education; (2) breadth and depth; (3) continuity and sequence; (4) conception of learning and teaching; and (5) continual planning and evaluation.

Dressel also presents experiential elements essential to a balanced undergraduate program. These elements are:

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 (p. 219-220).

Innovation, experimentation, and research is needed if curriculum, teaching, and evaluational procedures are to become more effective and if educational policies and practices are to derive less from myth and more from evidence and concrete experience. This is a statement presented by Arthur W. Chickering (6), in his text, Education and Identity.

If one conceives of curriculum development as a task requiring orderly thinking, one needs to examine both the order in which decisions are made as well as the decisions reached to make sure that all relevant considerations are brought to bear on these decisions (38). Taba's (38)

text, Curriculum Development, is based on the assumption that there is such an order and that pursuing it will result in a more thoughtfully planned and a more dynamically conceived curriculum. The order of this curriculum development follows these stages: (1) diagnosis of needs; (2) formulation of objectives; (3) selection of content; (4) organization of content; (5) selection of learning experiences; (6) organization of learning experiences; and (7) determination of what to evaluate and the ways and means of doing it.

An evaluation system responsive to the demands of curriculum development must be based on a more elaborate and flexible model than can be drawn from the repertoires of the psychometrician or experimental psychologist. The activity of such a system would more nearly resemble an operations research program than a psychological laboratory. The previous statements were made by Garlie A. Forehand (16) in her article, "An Evaluation System for Curriculum Innovation," published in the Teacher College Record in May, 1971. The author further states that this form of curriculum evaluation would coordinate the efforts of many individuals and parts of an organization and provide technical facilities; it would collect information systematically from all parts of the enterprise, and it would be capable of handling questions about the likely or actual outcome of an action and provide multivariate descriptions that would be available for subjective evaluation, for analysis in suggesting modifications in a course of action, and for guidance in the design or more controlled research.

#### Related Curriculum Research

As a result of this review of literature one research study dealing directly with hotel and restaurant administration curriculum was found.

This study by Clinton Rappole (33), published in Hospitality Education in 1977, entitled, "Survey and Development of a Typical Curriculum For Four-Year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institutional Administration," was conducted to survey several existing hospitality management programs and synthesize the curriculum to provide a curriculum guide for distribution upon request. There was no attempt to provide interpretation of the results as this was not the intent of the study. As stated in the purpose of this study, this comparative analysis would perhaps provide a stimulus for future curriculum surveys and curriculum model research.

The procedure for acquiring the desired information for this study was by submitting letters to a total of twenty-one colleges and universities. The information requested was a general university catalog, a catalog for the hospitality management program, and a typical degree plan for the hospitality management program.

In order to simplify the summarization of courses in each curriculum compared, arbitrary and common set of titles and definitions were determined. A broad categorization into General University courses and Hospitality courses was done initially. These general areas were further subdivided into the following common subject matter groupings:

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 (p. 6)

To conduct the analysis, the common subject matter areas were defined in the study as follows:

Mathematics--This area is for the mathematical sciences in their pure form: Calculus, Algebra, Trigonometry, Quantitative Analysis, Statistics, etc. Accounting and Finance are not included under mathematics.

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

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

Accounting and Finance--Due to the importance of these subjects to a Hospitality Management student they are listed independent of Business. Specialized courses in Hospitality accounting are not included under this area.

Business--This area is for business courses that are not separated into special areas. Management, Marketing, Computer Science, and Business Law are included in this area.

Language--If a language is a required part of a hospitality management degree plan it is included under this area.

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

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

Physical Education--Total number of required semesters and hours (p. 7).

The area of hospitality courses represented specific subjects offered in Hotel, Restaurant, Institutional and Tourism Education. Also included were general hospitality management subjects, required hospitality management electives, and the number of hours of free electives

that must be taken within the Hospitality Management program.

The survey results were presented in chart form with averages computed for each area. The typical curriculum was based on these computed figures and suggested curriculum percentages are similar to the averages of the curriculums compared in the study.

Conclusions drawn from this research study indicate a general preference for courses in food and food management, hospitality accounting and finance, and business courses such as marketing, personnel management, and law with a hospitality management emphasis. Plant management was also included with over fifty percent of the universities required internship/practicum program.

Mr. Rappole's (33) recommendations and implications derived from this study were stated:

The first synthesis and comparison of four-year baccalaureate programs from seventeen existing programs provides a starting point for future longitudinal curriculum research. 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 re-examine 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 (p. 15).

Robert F. Lukowski, Ray Budde, and Norman Couroyer (26) in a similar research study, entitled "Higher Education for the Hospitality Industry," polled universities concerning the importance of basic liberal education or general education for the hotel and restaurant industry and the objectives of undergraduate education for the hotel and restaurant industry. Specific comments and recommendations were given for improvement of higher education for the hotel and restaurant industry.

The methodology in this research study differed in that data was collected through the use of an "opinionnaire" with computer programs utilized to compile, summarize and compute results. However, a division of courses in hotel and restaurant administration was also developed in this study.

The division of courses was as follows:

General Study Courses

- Social Sciences: Anthropology, Government, Sociology and related subjects.
- Humanities: Art, Literature, Modern Language, Music, Philosophy, and related subjects.
- Physical Sciences: Biology, Chemistry, Geology, Mathematics, Physics, and related subjects.
- General Business: Theories and Principles of Administration, Economics, Leadership Theory, Organizational Theory and related subjects.
- Specific Business: Accounting, Public Relations, Computer Programming, Management, Finance, Marketing, and related subjects.

Specific Curriculum Areas

- Hotel and Restaurant: Introduction, Food Purchasing, Preparation and Service, Development of the Industry, Current Trends, and related subjects.
- Quantitative: Hotel and Restaurant Accounting, Food and Beverage Cost Controls, Use and Interpretation of Financial Statements, Budgeting, and related subjects.
- Planning and Organizing the Operation: Marketing of Service, Scheduling of Production, Business Strategy of the Operation, Hotel and Restaurant Design and Equipment Layout, etc.

Human Relations: Personnel Systems, Employee Recruitment, Selection and Evaluation, Organizations and People, Training, etc. (p. 16).

The results of this study indicated that some degree of specialization in hotel, restaurant, and business subjects is important. The responses generated imply that the types of higher education essential to success in the hotel and restaurant industry are those which develop student competency in verbal and written communication, human relations, and analytical skills.

Analysis of data collected in this study also concluded the following:

No one hotel and restaurant administration program can solve all the needs of the hospitality industry. Of greater importance, no single university program can possibly hope to graduate students all cast in the same mold. It is industry's responsibility to provide jobs in which students may be trained in the application of knowledge acquired in school. Only in this manner can a student be molded to fit the company image (p. 55).

Three additional research studies using similar research methodology were found, however, these studies were not related to hotel and restaurant administration. These studies were included because each were concerned with comparing curriculums.

Paul Robertson (34), in his dissertation, "An Evaluation of the Electromechanical Technology Curriculum at Oklahoma State University," completed in 1970 at Oklahoma State University, expressed the purpose of his study was to evaluate the curriculum in electromechanical technology developed at Oklahoma State University. Emphasis was placed upon a comparison of curriculums, and upon the qualifications of graduates of the Oklahoma State curriculum. The content of the Oklahoma State University electromechanical curriculum was compared with that offered

by other schools throughout the nation.

Data was collected through a letter of inquiry written to 100 schools listed in the Technician Education Yearbook. The curriculums were reviewed for content and objectives. The subject matter was grouped into five categories: (1) technical; (2) auxiliary technical; (3) mathematics; (4) science; and (5) general education. For each course a determination was made of the number of hours per week spend in theory (T), the number of hours per week spend in laboratory (L), and the number of credit hours awarded (C). A summary of pertinent data in terms of credit hours, contact hours and percentages of total curriculum was prepared.

Robert Allen Cruce (10) prepared a similar study in 1962 at Oklahoma State University, entitled, "An Analysis of Post-High School Business Data Processing Curricula in Oklahoma." In this study data processing curriculum was compared and analyzed in five junior colleges, two technical institutions, and four area vocational-technical centers. These curriculums after comparison were again analyzed with the requirements of business and industry for trained programmers and systems analysts.

In 1972, Marvin Weir (42) completed the study, "A Comparative Study of Business Data Processing Curriculums Among Selected Junior Colleges Within the United States." The purpose of this study was to analyze and compare a selected number of junior college business data processing curriculums in the United States, and to report the results to the administrators of those and other institutions so they may review and/or modify their business data processing curriculums if they so desire.

In the comparison of the business data processing curriculums in



the junior colleges, the required courses of the curriculums were compared with the curriculum suggested by the U. S. Office of Education. After the comparison was completed, an analysis of the curriculums was obtained through the establishment of the distribution of credit hours in the curriculum.

Several research studies were discovered which deal specifically with hotel and restaurant administration curriculums, however, these studies did not utilize similar methodology. Since the subject matter is so closely related, the researcher felt the inclusion of these studies in this review of literature would be valuable.

In 1973, Clifford Morris (29) conducted a research study, "Job Competencies Expected of Hotel and Restaurant Administration Graduates With Implications for Curriculum Development." The purposes of this research are: (1) to discover the job competency expectations held by restaurant operators in Oklahoma for graduates of hotel and restaurant administration at management-entry level; (2) to determine if there is any relationship between selected variables and the rankings of those job competencies; and (3) to draw implications and make recommendations as to curriculum development in higher education and topic selection for in-service continuing education offered by trade associations in hospitality.

The data was collected using a questionnaire to survey restaurant operators in Oklahoma. Returns were indicated by percentages, with the competency expectations of greatest concern for Oklahoma restaurant operators for administrative personnel being:

<u>Area of Concern</u>	<u>Percentage</u>
Employee training	26
Housekeeping	20

<u>Area of Concern</u>	<u>Percentage</u>
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

Phillip Stiles (35) in May, 1967, published a study, "Curriculum in Food Handling and Distribution: A Guide for Experimentation in High School and Post-High School Vocational Training." The project developed an experimental curriculum guide for training persons at the high school and post-high school levels in food handling and distribution. Data was gathered through interviews with over 200 food industries in Connecticut as well as courses and curriculums obtained from six secondary schools and seven post-secondary schools.

The proposed post-secondary education curriculum should include 15 semester hours of general education, 6-12 hours in food marketing, 3-9 hours in product knowledge, 3-6 hours in human relations, and occupational experience before or during the course. Occupational references and course outlines were included in the results of the study.

The Council on Hotel, Restaurant and Institutional Education sponsored a study conducted by Mildred Bernard (9) in 1967 entitled "Status of Curriculum Development in the Field of Commercial Food at the Non-Baccalaureate Level." This project presented the results of a study of known commercial food programs at the non-baccalaureate level in the nation. One of the major objectives of this study was to collect

instructional materials now used in these programs.

Richard Almarode (2) in September of 1968 participated in a study of curriculum of six junior colleges offering a program in hotel and restaurant education to compare their curriculum to the proposed curriculum recommended by the Council on Hotel, Restaurant and Institutional Education. The curriculum was compared in three general areas: (1) general education; (2) business education and electives; and (3) technical hotel and restaurant courses.

In 1976, Dona Johnson (24) conducted a study to elicit information regarding graduates of the Hotel-Restaurant Institutional Food Service Program at St. Louis Community College at Forest Park. The survey instrument provided information in evaluation of course curriculum and content as well as other areas. One section of the results indicated respondents ranking of most helpful subject matter areas. These areas and their rankings are:

<u>Training Area</u>	<u>Percentage</u>
Quantity food preparation	40.21
Operational cost	25.22
Purchasing	18.97
Meal planning	18.18
Problems of hospitality management	12.82
Hotel front office procedures	9.17
Equipment selection and maintenance	7.50
Hotel sales	7.00
Safety and sanitation	6.90
Beverage service	5.00
Housekeeping administration	1.71

The National Restaurant Association (18) in 1977, conducted a conference with directors of four-year hotel and restaurant administration programs to explore the interrelationships of education and industry. The overall goal of the conference was to open new lines of communications between the food service industry and the baccalaureate programs in hotel, restaurant and institutional management and exchange views on how industry and education can work more closely toward the enrichment of the educational programs and the betterment of the total food service industry.

Of the many results derived from the study were changes industry recommended to hotel and restaurant administration programs. The changes were: (1) stress basic courses--accounting, food preparation, controls, design, and real estate; (2) analyze number of graduates--may be leading to oversupply; (3) students are better rounded by four-year program rather than two-year; (4) mix skill and concepts; and (5) management techniques are important.

#### Summary

It has taken almost 50 years for university administration and the field itself to recognize hotel and restaurant management as a separate discipline, one complicated enough and broad enough to be offered at the university undergraduate and graduate level (27). Several universities have not been successful in implementing programs, with the possible cause for the program failure being poor planning and organization of the program during inception.

Hotel and restaurant administration curriculum is a discipline drawing material or information from a vast array of subject matter.

The skills related to management, business, human relations, and food production seem to be indicated regularly.

Of major importance is the recommendation to keep a hotel and restaurant administration program consistent with trends of the industry. Of special concern are food systems, productivity, commissary operations, nutrition, sanitation, government rules and regulations, contracting techniques, equipment purchasing, and the metric system. Particular attention must be given to the forms of practical work experience graduates receive and the route selected for these training programs.

The comparison of existing curriculums has been a method chosen by several researchers to evaluate or plan for the development of new curriculum. Despite the technique selected for curriculum development, it must be well-planned, organized and continually evaluated procedure.

After extensive research, few studies showed a direct relation to this particular study, but many supporting and informative studies provided the researcher with a knowledgeable background of hotel and restaurant administration education.

## CHAPTER III

### METHODOLOGY AND PROCEDURE

#### Introduction

The purpose of this study was the development of a proposed four-year hotel and restaurant administration curriculum for Nicholls State University in Thibodaux, Louisiana. The proposed curriculum was developed through a comparison of curriculums used in existing four-year hotel and restaurant administration programs in the United States.

The proposed curriculum was for submission to the administration of Nicholls State University.

#### Selection of Subjects

The study was limited to directors of four-year hotel and restaurant administration programs in the United States. Mr. Richard Gaven, Director of Education of the National Restaurant Association in Chicago, Illinois, was contacted for the identification of directors of these programs as well as the locations of the institutions. Fifty institutions were identified by Mr. Gaven as having a four-year program in hotel and restaurant administration. A listing of these institutions and their locations is contained in an appendix of this study.

#### Collection of the Data

A letter of inquiry was written to each director of four-year hotel

and restaurant administration programs identified by Mr. Gaven. This letter requested a copy of the curriculum currently being used in their program and the overall objective of the program.

The 1977 enrollment and type of institution participating in the study was obtained from the Council on Postsecondary Accreditation within the American Council on Education in their 1978-1979 publication entitled, Accredited Institutions of Postsecondary Education.

Information concerning the number of faculty members, student enrollments in the hotel and restaurant administration program in the 1976-77 school year, and the estimated graduates in 1980 was obtained through Mr. Richard Gaven, Director of Education of the National Restaurant Association in Chicago, Illinois. This information was obtained through a National Restaurant Association and National Institute for the Foodservice Industry survey of hospitality programs.

The American Home Economics Association and American Assembly of Collegiate Schools of Business were contacted to secure accreditation requirements for a four-year hotel and restaurant administration program.

#### Analysis of Data

The curriculum of each program was compared with each of the other programs. The methodology utilized by Clinton Rappole (33) in his research study, "Survey and Development of a Typical Curriculum For Four-Year Programs Leading to a Bachelor's Degree in Hotel, Restaurant and Institutional Administration," was modified for use in this study.

The initial step of Rappole's methodology was the development of an arbitrary and common set of titles and definitions for courses

included in the programs surveyed. The broad categorization of General University Courses and Hospitality Courses was selected with further division into the following common subject matter groupings:

General University Courses

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

Hospitality Courses

- a. Required Subjects
- b. Internship
- c. Electives (p. 6)

The modifications made in this broad categorization of courses for use in the study were the addition of humanities as a subject matter division under the General University Courses and the subject matter division of mathematics was further divided into advanced and introductory courses. Advanced math represented those courses dealing with calculus and statistics and introductory math was those courses concerned with college algebra and business math.

Therefore, the following broad categories of subject matter were utilized in this study:

General University Courses

- a. Mathematics
  1. Advanced
  2. Introductory
- b. Natural Science
- c. Social Science



- d. Communication Skills
- e. Accounting and Finance
- f. Business
- g. Language
- h. Humanities
- i. Required Electives
- j. Free Electives
- k. Physical Education

#### Hospitality Courses

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

The second step in the methodology of Rappole's study was the defining of the subject matter divisions selected and the types of courses to be included in these subject matter divisions. The subject matter divisions and courses included under each were as follows:

#### General University Courses

Mathematics - This area is for the mathematical sciences in their pure form: Calculus, Algebra, Trigonometry, Quantitative Analysis, Statistics, etc. Accounting and Finance are not included under mathematics.

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

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

Communication Skills - This area includes all courses in English grammar, expository writing, speech, literature, and business technical writing.

Accounting and Finance - Due to the importance of these subjects to a Hospitality Management student they are listed independent of Business. Specialized courses in Hospitality Accounting are not included under this area.

Business - This area is for business courses that are not separated into special areas. Management, Marketing, Computer Science, and Business Law are included in this area.

Language - If a language is a required part of a hospitality management degree plan it is included under this area.

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

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

Physical Education - Total number of required semesters and hours (p. 7).

#### Hospitality Courses

This area is specifically for subjects offered in Hotel, Restaurant, Institutional and Tourism education. It includes general hospitality management subjects, required hospitality management electives, and the number of hours of free electives that must be taken within the Hospitality Management program.

In this study, the modifications made to these subject matter division definitions and the types of courses under these subject matter divisions were the further specification of the courses in mathematics and the addition of the subject matter division of humanities. Minor changes were made in the definitions of business and the broad category of Hospitality Courses.

Therefore, the following definitions for subject matter divisions were used for this study:

Mathematics - This area is for the mathematical sciences in their pure form: Calculus, Algebra, Trigonometry, Quantitative Analysis, Statistics, etc. Accounting and Finance are not included under mathematics (33, p. 7).

This area was further divided by specifying the math courses into introductory and advanced. Introductory math courses including algebra and business math and the category advanced representing statistics, calculus and courses specified as advanced.

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

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

Communication Skills - This area includes all courses in English grammar, expository writing, speech, literature, and business technical writing.

Accounting and Finance - Due to the importance of these subjects to a Hospitality Management student they are listed independent of Business. Specialized courses in Hospitality Accounting are not included under this area.

Business - This area is for business courses with the exclusion of accounting and finance. Management, Marketing, Computer Science, and Business Law are included in this area.

Language - If a language is a required part of a hospitality management degree plan it is included under this area (33, p. 7).

Humanities - This area includes fine arts, literature, music, philosophy and drama. This area is presented in most institutions as humanities without specifying courses, only the number of hours required.

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

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

Physical Education - Total number of required semesters and hours.

Hospitality Courses - This area is specifically for subjects

offered in Hotel, Restaurant, Institutional and Tourism education. It includes general hospitality management subjects, required hospitality management electives, and the number of hours of free or professional electives that must be taken within the Hospitality Management Program (33, p. 7).

To compare each curriculum, courses were analyzed for placement in specified subject matter categories. Total credit hour requirements were reported under each subject matter category as well as the total hours required for graduation and the total internship hours. Despite the wide-range of variations in these programs, an attempt was made to carefully examine each curriculum for correct analysis.

After completing the quantitative totals for each program, averages were computed for each subject matter area by dividing 35 into the sum of the total credit hours in that category. Quarter hours were converted to semester hours by dividing quarter hours by three then multiplying by two to equal semester hours. For ease of comparison, the averages were then converted into percentages by dividing the average of the total credit hours into the average credit hours in each category.

In addition to the analysis of the curriculum, statistical data was collected as to the number of faculty members, predicted graduates, enrollment and type of university in which the program is located and the department where the program is housed. These factors for each program were presented in table form.

The percentages, which served as guidelines, as well as the statistical data collected and predicted future industry demands derived from the review of literature were used to develop the proposed curriculum for Nicholls State University in hotel and restaurant administration. In addition, these factors were considered and compared with existing

course offerings and current and future facilities of Nicholls State University to enhance the proposed curriculum's approval with relative minor additions for the department selected to house this program.

## CHAPTER IV

### RESULTS OF THE STUDY

#### Introduction

Included in this chapter is an analysis of data collected in the study. The data was analyzed by comparing curriculums and descriptive statistics from four-year hotel and restaurant administration programs in the United States. The first subject covered in this chapter includes a brief review of the data collection procedure.

The data summary section contains two areas, comparative analysis of curriculums and program statistical data. A summary of the results concludes this chapter.

#### Return Rates

The purpose of this study was to develop a proposed hotel and restaurant administration curriculum for a four-year program in hotel and restaurant administration at Nicholls State University at Thibodaux, Louisiana. The method used to collect data was a letter mailed to the directors of the 50 four-year hotel and restaurant administration programs in the United States. The curriculum currently being used by the institutions surveyed and the overall general objective of the program was the data requested.

Mr. Richard Gaven, Director of Education of the National Restaurant Association in Chicago, Illinois, was contacted for the

identification of directors of the hotel and restaurant administration programs as well as the location of the institutions. Mr. Gaven identified 50 institutions as having a four-year program in hotel and restaurant administration. A listing of these institutions and locations is contained in Appendix A of this study.

On June 23, 1978, a letter was mailed to each of the 50 directors of hotel and restaurant administration in the United States. After three months, 35 of the directors had responded for a return rate of 70 percent. A copy of this letter is shown in the Appendix, page 85.

As a follow-up step to encourage the 15 remaining directors to send requested information for this study, a second letter was sent on September 23, 1978. A copy of this letter is shown in Appendix A. Following this second request four additional program directors responded.

To the 11 remaining directors, one attempt was made to contact them by phone. After this contact, three additional directors responded. The final return rate was 84 percent or 42 of the 50 hotel and restaurant administration programs in the United States.

The researcher further realized that it was necessary to obtain the university catalogs to enable a comparative analysis of program curriculum. Therefore, a third letter was sent to all directors not submitting university catalogs with requested data. A copy of this letter is found in Appendix A.

After careful examination of the 42 curriculums submitted, four were found to be atypical programs, one was under revision, therefore, requesting not to be included in the study and two programs submitted insufficient information for analysis in the study. Therefore, 35 programs or 70 percent of the programs were analyzed in the study.

On June 19, 1978, letters requesting information concerning accreditation requirements for four-year hotel and restaurant administration programs were sent to the American Home Economics Association and the American Assembly of Collegiate Schools of Business. Copies of these letters may be found in Appendix A.

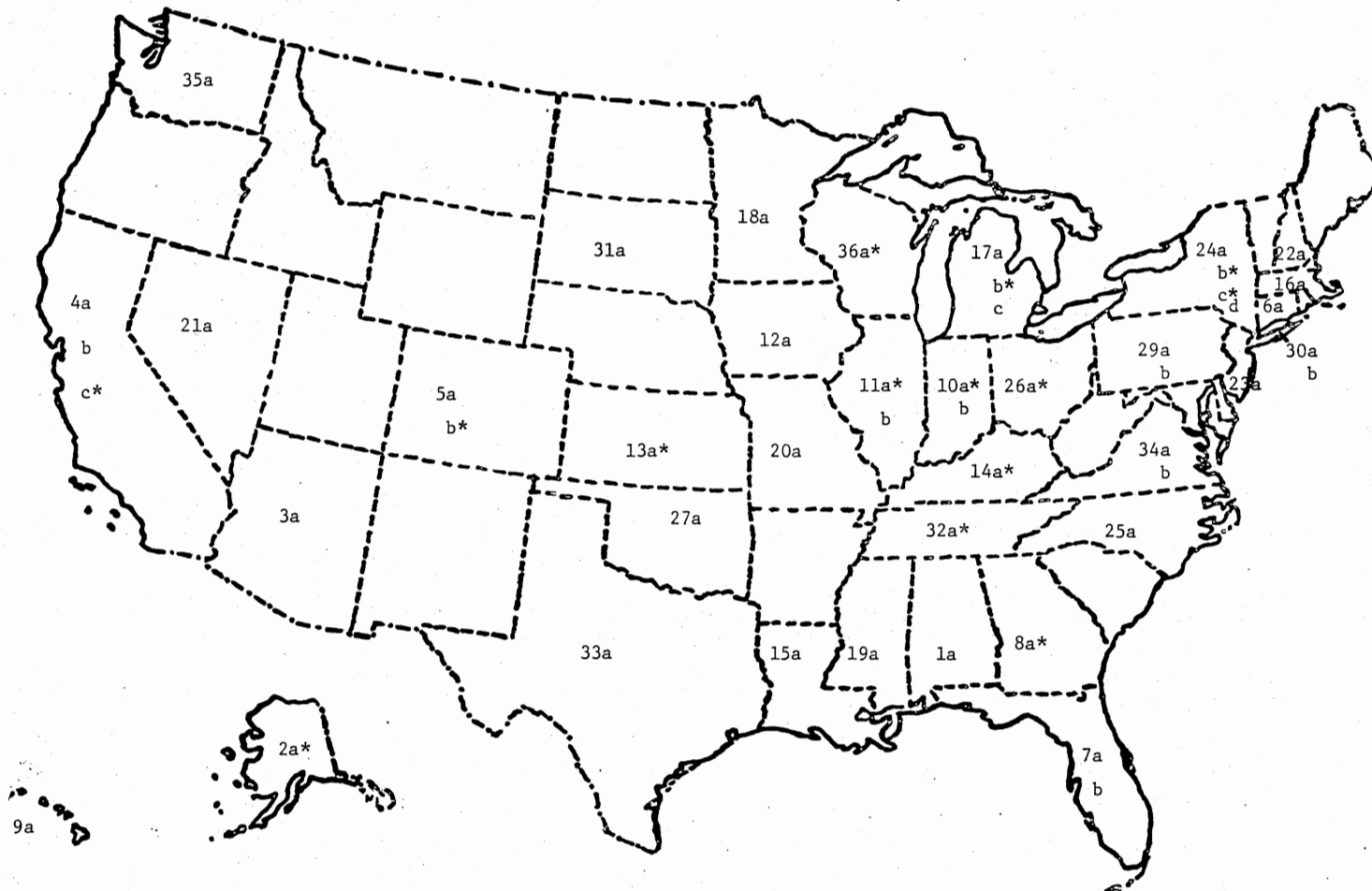
The American Home Economics Association response indicated that their organization has no specific guidelines for hotel and restaurant administration programs. However, the American Assembly of Collegiate Schools of Business indicated there were eight institutions offering programs in hotel, restaurant, or institutional management within the business unit. These institutions were: (1) Northern Arizona University; (2) University of Denver; (3) University of Hawaii; (4) Murray State University; (5) University of New Orleans; (6) Michigan State University; (7) Oregon State University; and (8) Washington State University.

#### Data Summary

The locations of the four-year hotel and restaurant administration programs in the United States are presented in Figure 1. In addition to the 35 institutions participating in the study, the remaining 15 programs are also indicated. The 50 programs are located in 36 states with the majority of the programs in the Eastern and Mid-Western states.

Of the 36 states represented, New York is unique in having four hotel and restaurant administration programs within institutions. California and Michigan follow with three four-year hotel and restaurant administration programs with Colorado, Florida, Indiana, Illinois, Virginia, Rhode Island and Pennsylvania having two programs. The remaining 26 states have only one four-year program in hotel and restaurant





\*Programs not included in the study. Numbers refer to numbers used in Appendix A which gives the name and location of each institution.

Figure 1. Four-Year Programs in Hotel and Restaurant Administration in the United States

administration.

#### Area I: Comparative Analysis of Curriculums

The comparative analysis of the curriculums of four-year hotel and restaurant administrative programs in the United States is presented in Table I. The 35 participating programs had varying numbers of credit hours required in each subject matter category. All hotel and restaurant administration programs had credit hour requirements in the subject matter categories of social science, communication skills, accounting and finance, and hospitality courses. The University of New Haven is the only institution which has a language requirement.

#### Math

In the subject matter category of introductory math, the largest number of credit hours required is six. Nine institutions require three credit hours in introductory math. Nine institutions do not require introductory math courses. Oklahoma State University is unique in having an indefinite number of credit hours in math, however, one elective math course is required. The average number of credit hours in introductory math was 2.76 or 2.2 percent of the total credit hour requirements.

Tushegee Institute requires eight credit hours in the advanced math category. Thirteen programs require three credit hours in this category and seven programs do not require advanced math. The average number of hours required in this category was 3.03 credit hours or 2.4 percent of the total credit hour requirements.

TABLE I

COMPARATIVE ANALYSIS OF HOTEL AND RESTAURANT  
ADMINISTRATION PROGRAMS

Program Analyzed	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Math I	A	Nat Sci	Soc Sci	Comm Skills	Acct Fin	Bus	Lang	Hum	Phy Educ	Req Elec	Free Elec	HRA	Total Hours	Internship
1. Bryant College	6	3	6	18	15	6	21				15		30	120	200 hours
2. California State Polytechnic Univ.*		4 (2.7)	6 (4)	16 (10.7)	8 (5.3)	16 (10.7)	32 (21.3)		6 (4)	3 (2)	27 (18)	13 (8.7)	67 (44.7)	198/ 132	800 hours
3. Central Michigan Univ.	3	6	6	24	12	9	21				12		31	124	10 weeks
4. Cornell Univ			9	15	9	9	3					24	53	122	20 weeks (12 credits)
5. East Carolina Univ.	3		17	13	7	3			10	3		24	46	126	240 hours (8 credits)
6. Fairleigh-Dickinson Univ.	3	3	6	15	12	3	37		19			3	27	128	120 hours (1 credit every sem.)
7. Florida Inter- national Univ.*	4 (2.7)		9 (6)	9 (6)	9 (6)	5 (3.3)	5 (3.3)		9 (6)		14 (9.3)	36 (24)	90 (60)	190/ (126.7)	150 hours (5 credit hours)
8. Florida State Univ.*		4 (2.7)	13 (8.7)	21 (14)	9 (6)	15 (10)	20 (13.3)		12 (8)		32 (21.3)		54 (36)	180/ 120	
9. Golden Gate Univ.	3	6		12	9	6	21				42		24	123	
10. Indiana Univ. of Pennsylvania	3		11	15	10	3	15		6	4	3	14	40	124	
11. Indiana Univ.- Purdue	3		6	9	10	6					14	19	63	130	300 hours
12. Iowa State Univ.*		5 (3.3)	22 (14.7)	16 (10.7)	12 (8)	9 (6)	32 (21.3)		15 (10)	3 (2)		27 (18)	54 (36)	195/ 130	150 hours (5 credit hours)
13. James Madison Univ.	3	3	8	15	9	9	18		9	2	14		39	129	75-200 hours (3-6 credit hours)
14. Johnson & Wales College	3	3		30	8	8	7				6	9	51	125	270 hours (9 credit hours)

TABLE I (Continued)

Program Analyzed	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Math I	Math A	Nat Sci	Soc Sci	Comm Skills	Acct Fin	Bus	Lang	Hum	Phy Educ	Req Elec	Free Elec	HRA	Total Hours	Internship
15. Michigan State Univ.*	5 (3.3)	8 (5.3)	12 (8)	16 (10.7)	13 (8.7)	15 (10)	14 (9.3)		12 (8)		12 (8)	8 (5.3)	69 (46)	184/ (122.7)	800 hours
16. Northern Arizona Univ.**	4		11	15	6	6	27		9			11	36	125	800 hours
17. Oklahoma State Univ.			17	15	11	12	15		3		3	11	37	124	
18. Oregon State Univ.*		12* (8)	15 (10)	18 (12)	9 (6)	8 (5.3)	28 (18.7)		12 (8)	5 (3.3)		27 (18)	58 (38.7)	192 (128)	600 hours
19. Pennsylvania State Univ.	6		9	14	9	3			6	4	17	20	42	130	400 hours
20. Rochester Institute of Technology*	8 (5.3)	4 (2.7)	16 (10.7)	12 (8)	4 (2.7)	4 (2.7)	28 (18.7)				24 (16)	24 (16)	58 (38.7)	182 (121.3)	1600 hours (4 years)
21. Southwest State Univ.*		4 (2.7)	12 (8)	12 (8)	9 (6)	8 (5.3)	43 (28.7)		12 (8)	7 (4.7)	25 (16.7)		44 (29.3)	176 (117.3)	
22. Tushegee Institute		8	22	21	12	7	15		2	2		15	23	127	
23. University of Denver	5 (3.3)	10 (6.7)	5 (3.3)	35 (23.3)	20 (13.3)	13 (8.7)	17 (11.3)		5 (3.3)		10 (6.7)	20 (13.3)	45 (30)	185 (123.3)	960 hours
24. University of Hawaii		6	11	21	6	9	21		9		3	12	31	129	800 hours
25. University of Houston	3	3	8	24	12	6	10			2	20		42	130	
26. University of Massachusetts	6	3	6	9	6	6	15		9			21	43	124	800 hours
27. University of Nevada-Las Vegas		3		19	9	9	9			4		39	36	128	800 hours
28. University of New Orleans	6	6	6	15	12	9	27		9		6		36	132	400 hours
29. University of New Hampshire		10**	18	22	18	4	8				8	8	24	120	10 weeks

TABLE I (Continued)

Program Analyzed	1 I	2 Math A	3 Nat Sci	4 Soc Sci	5 Comm Skills	6 Acct Fin	7 Bus	8 Lang	9 Hum	10 Phy Educ	11 Req Elec	12 Free Elec	13 HRA	14 Total Hours	15 Internship
30. University of Missouri Columbia	3	3	13	22	12	9	18						48	128	10 weeks
31. University of New Haven	**6		6	9	9	9	6	6	6			9	54	120	3 credit hours
32. University of Southern Mississippi	3		7	18	9	6	18		3	2		13	49	128	400 hours 9 credit hours
33. Virginia Polytechnic Insti. & State Univ.*	**9 (6)		16 (10.7)	15 (10)	9 (6)	12 (8)	25 (16.7)		6 (4)		26 (17.3)		62 (41.3)	180 (120)	9 credit hours
34. Washington State Univ.	3	7	10	15	6	10	16		6			19	28	120	500 hours
35. Western Illinois Univ.	4		11	8	9	3	13		13	3		10	46	120	
Average Hours In Subject Areas	2.76	3.03	8.80	15.04	9	6.85	14.96	0.17	5.00	1.08	7.89	10.98	39.42	125.06	
Average Hours %	2.2%	2.4%	7%	12%	7.2%	5.4%	12%	.135%	3.9%	.86%	6.3%	8.8%	31.5%	100%	
Proposed Curriculum Average Hours	3	6	10	15	9	9	15		6	2	6	9	30	130	10 (300 hours)
Proposed Curriculum Average Hour Percentage	2.3%	4.6%	7.7%	11.5%	6.9%	6.9%	11.5%		4.6%	1.5%	4.6%	6.9%	30.8%	100%	

\*Quarter hours converted to semester hours. Differences in totals is due to rounding.

\*\*Unable to discriminate advanced and introductory. Equally distributed in each category.

### Natural Science

Golden Gate University, Johnson and Wales College and the University of Nevada-Las Vegas have no credit hour requirements in the natural science subject matter category. Tushegee Institute requires 22 credit hours in natural science while the University of Denver requires only 3.3 hours. The average number of credit hours required in natural science for the 35 programs surveyed is 8.8 credit hours or seven percent.

### Social Science

The credit hour requirements in social science range from 30 credit hours required by Johnson and Wales College to six credit hours required by Florida International University. The average credit hours in the social science category is 15.04 credit hours or 12 percent of the total credit hour requirements.

### Communication Skills

Presented in Column V of Table I is the subject matter category of communication skills. The University of New Hampshire requires 18 credit hours in this category while Rochester Institute of Technology students are required to complete 2.7 credit hours in communication skills. The average number of communication skills credit hours required is 9.00 or 7.2 percent of the total credit hour requirements.

### Accounting and Finance

All of the 35 hotel and restaurant administration programs require credit hours in accounting and finance. The number of hours required range from 12 credit hours to three credit hours. The average credit

in accounting and finance for the 35 programs was 6.85 or 5.4 percent of the total credit hour requirements.

### Business

Column VII of Table I presents the subject matter category of business. This subject matter category ranges from 37 credit hours required by Fairleigh-Dickinson University to three credit hours required by Cornell University. The average credit hour requirements in this category is 14.96 or 12 percent of the total credit hour requirements.

### Language

The University of New Haven is the only program in hotel and restaurant administration which requires six credit hours in language. Language was optional or included in electives in other analyzed programs. The average for this category is 0.17 or 0.135 percent of the total credit hour requirements.

### Humanities

Twenty-four of the 35 institutions require credit hours in the subject matter category humanities. Tushegee Institute requires only 2 credit hours with Fairleigh-Dickinson requiring 19 credit hours. The average in this subject matter category was 5.00 or 3.9 percent of the total credit hours.

### Physical Education

Thirteen of the 35 programs surveyed require credit hours in

physical education. Five institutions require only two credit hours while Oregon State University and Southwest State University require five credit hours. The average credit hours required for the 35 institutions is 1.08 or 0.86 percent of the total credit hour requirements.

#### Required Electives

Four of the 35 institutions do not require electives in their hotel and restaurant administration program. Of the 11 institutions that do have required electives, the credit hours range from 42 credit hours at Golden Gate University to three credit hours required at three institutions. The average credit hours required is 7.89 or 6.3 percent of the total degree requirements.

#### Free Electives

Free elective requirements are presented in Column XII of Table I. Twenty-seven of the institutions indicate free electives in their hotel and restaurant administration programs. The University of Nevada-Las Vegas requires 39 credit hours of free electives while Fairleigh-Dickinson requires three semester hours. The average credit hours in this category was 10.98 or 8.8 percent of the total credit hour requirement.

#### Hospitality Courses

In the hospitality course category represented as HRA, all institutions had credit hour requirements. Indiana University-Purdue requires 63 credit hours while Tushegee requires 23 credit hours. This category represents the largest number of credit hours with an average of 39.42 credit hours or 31.5 percent of the total credit hour requirements.



### Total Credit Hours

The range of total credit hour requirements is 132 credit hours at the University of New Orleans and California Polytechnic State University to 117.3 credit hours at Southwest State University. The average total credit hour requirements in the 35 programs is 125.06 credit hours.

### Internship or Practicum

Column XV of Table I presents the internship or practicum subject matter category. The requirements vary from number of weeks, hours, credit hours and semesters, therefore, the researcher found it impossible to perform a comparative analysis on this subject matter category. Of significance is the high number of hours required by Rochester Institute of Technology which is 1,600 working hours in four academic years, the low requirement of 75-200 credit hours by James Madison University and the factor that six institutions had no internship requirements.

### Overall Program Objectives

Overall program objectives were not included in this study due to the length and variety of narrative form. However, after analysis of each program's objectives, emphasis was apparent in the area of developing managers or leaders with a business background for the lodging and restaurant industry.

### Area II: Program Statistical Data

#### Type of Institution

The type of institution and enrollment for each of the 50 hotel

and restaurant administration programs in the United States are presented in Table II. Thirty-seven of the 50 institutions are identified by the Council on Postsecondary Accreditation as being public or state institutions. Eight of these 37 public or state institutions are further identified as: one is a technological institution; four are liberal arts institutions; two are liberal arts and teacher training institutions; and another is liberal arts and professional.

The thirteen additional institutions are private. Nine of the thirteen private institutions are further identified as: two are private business institutions; two are professional business institutions; two are private religious institutions, Roman Catholic and United Methodist; another is private technological and professional; and two are private liberal arts institutions.

#### Institution Enrollment

Enrollment of each of the institutions is presented in Column II of Table II. The enrollments range from 51,002 at Ohio State University to the 750 enrollment of Transylvania University.

#### Program Title

Seventeen of the 35, or 48 percent, of the programs surveyed are entitled Hotel and Restaurant Management, Concentration or Administration as indicated in Column I of Table III. Five of the programs are entitled Hotel, Restaurant and Institutional Management; three are Hotel Administration; and two are Food Service Management. Other program titles represented by only one institution are Hospitality Service Administration; Food, Nutrition and Institutional Management; Hotel, Food and

TABLE II

TYPE OF INSTITUTION AND ENROLLMENT OF FOUR-YEAR  
PROGRAMS IN HOTEL AND RESTAURANT  
ADMINISTRATION

Institution	1 Type of Institution	2 Enrollment (1977)
Bryant College Smithfield, R.I.	Private (Business)	4,945
Calif. State Polytechnic Univ. San Diego, Calif.	Public (Tech)	14,322
Central Michigan Univ. Mount Pleasant, Mich.	Public (State)	17,973
Colorado State Univ.* Fort Collins, Colo.	Public	17,812
Cornell University Ithaca, N.Y.	Private	17,081
East Carolina Univ. Greenville, N.C.	Public (State)	13,899
Fairleigh-Dickinson Univ. Rutherford, N.J.	Private	19,569
Florida International Univ. Miami, Florida	Public (State) (Liberal Arts)	10,687
Florida State Univ. Tallahassee, Florida	Public	20,676
Golden Gate Univ. San Francisco, Calif.	Private (Professional)	9,093
Grand Valley State Col.* Allendale, Michigan	Public (Liberal Arts)	7,469
Indiana Univ. of Penn. Indiana, Pennsylvania	Public	11,727
Indiana Univ.-Purdue Univ. Indianapolis, Indiana	Public (State)	21,700
Iowa State Univ. Ames, Iowa	Public	23,138

TABLE II (Continued)

Institution	1 Type of Institution	2 Enrollment (1977)
James Madison Univ. Harrisonsburg, Virginia	Public (State) (Liberal Arts & Teachers)	8,402
Johnson & Wales College Providence, R.I.	Private (Business)	5,052
Kansas State University* Manhattan, Kansas	Public	19,045
Michigan State Univ. East Lansing, Mich.	Public	47,383
Morris Brown College Atlanta, Georgia	Public (Liberal Arts)	1,640
Niagara University* Niagara, N.Y.	Private (Roman Catholic)	4,170
Northern Arizona Univ. Flagstaff, Arizona	Public (State)	12,661
Ohio State Univ.* Columbus, Ohio	Public	51,002
Oklahoma State Univ. Stillwater, Okla.	Public	21,930
Oregon State Univ. Corvallis, Oregon	Public	16,502
Penn. State Univ. University Park, Penn.	Public (State Related)	35,647
Pratt Institute* Brooklyn, N.Y.	Private (Prof. School)	4,211
Purdue University* West Lafayette, Indiana	Public (State)	30,303
Rochester Institute of Technology Rochester, N.Y.	Private (Technological and Professional)	11,963
South Dakota State Univ. Brookings, S.D.	Public	6,846

TABLE II (Continued)

Institution	1 Type of Institution	2 Enrollment (1977)
Southwest State Univ. Marshall, Minnesota	Public (Liberal Arts)	1,741
Tuskegee Institute Tuskegee, Alabama	Private University	3,616
Transylvania Univ.* Lexington, Kentucky	Private (Liberal Arts)	750
Univ. of Alaska*(Northern Region) Fairbanks, Alaska	Public	10,752
Univ. of Denver Denver, Colorado	Private (United Methodist)	7,753
Univ. of Hawaii Honolulu, Hawaii	Public (Liberal Arts and Professional)	N/A
Univ. of Houston Houston, Texas	Public (State)	29,297
Univ. of Illinois* Urbana, Illinois	Public (State)	35,252
Univ. of Mass. at Amherst Amherst, Massachusetts	Public (State)	23,616
Univ. of Missouri Columbus, Missouri	Public (State)	23,983
Univ. of Nevada Las Vegas, Nevada	State	8,760
Univ. of New Haven West Haven, Connecticut	Private	6,889
Univ. of New Hampshire Durham, New Hampshire	Public (State)	10,522
Univ. of New Orleans New Orleans, Louisiana	State	14,161
Univ. of Southern Miss. Hattisburg, Mississippi	Public (State)	11,830

TABLE II (Continued)

Institution	1 Type of Institution	2 Enrollment (1977)
Univ. of Tennessee* Knoxville, Tenn.	Public (State)	30,311
Univ. of Wisconsin-Stout* Memonomie, Wisconsin	Public (Liberal Arts and Teachers)	6,463
U.S. International Univ.* San Diego, Calif.	Private (Liberal Arts)	2,373
Virg. Polytechnic Institute and State University Harrisonburg, Virginia	Public	19,648
Washington State Univ. Pullman, Washington	Public	16,665
Western Illinois Univ. Macomb, Illinois	Public (State)	13,865

\*Information and statistics obtained from Council on Postsecondary Accreditation in the 1978-79 publication, Accredited Institutions of Postsecondary Education.

TABLE III

COLLEGE AND DEPARTMENT IN WHICH HOTEL AND  
RESTAURANT ADMINISTRATION PROGRAM IS  
HOUSED AND TITLE OF PROGRAM

Institution	1 Title of Hotel and Restaurant Administration Program	2 College or School In Which Program Is Housed	3 Department In Which Program Is Housed
Bryant College Smithfield, R.I.	Hotel, Restaurant and Institutional Management	College of Business Administration	Hotel, Restaurant and Institutional Management
Calif. State Polytechnic Univ. San Diego, California	Hotel and Restaurant Management	School of Business Administration	Dept. of Hotel and Restaurant Management
Central Michigan Univ. Mount Pleasant, Mich.	Hospitality Service Administration	School of Business Administration	Dept. of Business and Administration
Cornell University Ithaca, New York	Hotel Administration	School of Hotel Administration	School of Hotel Administration
East Carolina Univ. Greenville, N.C.	Food, Nutrition and Institutional Management	School of Home Economics	Dept. of Food, Nutrition and Institutional Mgmt.
Fairleigh-Dickinson Univ. Rutherford, New Jersey	Hotel and Restaurant Management	College of Business Administration	Dept. of Hotel and Restaurant Management
Florida International Univ. Miami, Florida	Hotel, Food and Travel Services	*	School of Hotel, Food and Travel Services

TABLE III (Continued)

Institution	1 Title of Hotel and Restaurant Administration Program	2 College or School In Which Program Is Housed	3 Department In Which Program Is Housed
Florida State Univ. Tallahassee, Florida	Hotel and Restaurant Management	College of Business	Dept. of Hotel and Restaurant Management
Golden Gate Univ. San Francisco, Calif.	Hotel, Restaurant and Institutional Mgmt.	College of Business and Public Admin.	Dept. of Hotel, Restaurant and Institutional Mgmt.
Indiana Univ. of Penn. Indiana, Pennsylvania	Food Service Management	School of Home Economics	Dept. of Food and Nutrition
Indiana Univ.-Purdue Indianapolis, Ind.	Restaurant, Hotel and Institutional Mgmt.	School of Consumer and Family Sciences	Dept. of Restaurant, Hotel and Institutional Mgmt.
Iowa State University Ames, Iowa	Hotel and Restaurant Management	College of Food and Housing Adm., Hotel and Restaurant Mgmt., and School Food Services	Institution Management Department
James Madison Univ. Harrisonburg, Vir.	Hotel-Restaurant Management	School of Business	Interdisciplinary-Depts. of acct & Fin., Econ. Business Educ. & Office Adm., Distributive Educ., Home Econ., & Mgmt. & Marketing
Johnson & Wales College Providence, R.I.	Food Service and Hotel Management	*	Hospitality Management Center
Michigan State Univ. East Lansing, Mich.	Hotel, Restaurant & Institutional Mgmt.	College of Business	School of Hotel, Restau- rant and Insti. Mgmt.



TABLE III (Continued)

Institution	1 Title of Hotel and Restaurant Administration Program	2 College or School In Which Program Is Housed	3 Department In Which Program Is Housed
Northern Arizona Univ. Flagstaff, Arizona	Hotel-Motel and Food Service Adm.	College of Business Administration	Dept. of Hotel-Motel and Food Service Adm.
Oklahoma State Univ. Stillwater, Okla.	Hotel and Restaurant Administration	College of Home Economics	School of Hotel and Res- taurant Administration
Oregon State Univ. Corvallis, Oregon	Hotel and Restaurant Management	School of Business & School of Home Econ.	Dept. of Hotel and Restau- rant Management
Penn. State Univ. University Park, Penn.	Food Service and Housing Adm.	College of Human Development	Dept. of Food Service and Housing Administration
Rochester Institute of Technology Rochester, N.Y.	Hotel and Tourism Industries	College of Business	Dept. of Food Administra- tion and Tourist Indus- tries Management
Southwest State Univ. Brookings, S.D.	Hotel, Restaurant & Institutional Mgmt.	Alpha College	Hotel, Restaurant and In- stitutional Mgmt. Division
Tushegee Institute Tushegee, Alabama	Food Service Management	School of Applied Sciences	Dept. of Home Economics
University of Denver Denver, Colorado	Hotel and Restaurant Management	College of Business Administration	School of Hotel and Res- taurant Management
Univ. of Hawaii Honolulu, Hawaii	Hotel and Restaurant Management	College of Business Administration	School of Travel Industry Management

TABLE III (Continued)

Institution	1 Title of Hotel and Restaurant Administration Program	2 College or School In Which Program Is Housed	3 Department In Which Program Is Housed
Univ. of Houston Houston, Texas	Hilton Hotel and Restaurant Mgmt.	Degree-Granting School of its own	Hilton Hotel and Restaurant Management School
Univ. of Massachusetts Amherst, Massachusetts	Hotel and Restaurant Concentration	College of Food and Natural Resources	Dept. of Hotel, Restaurant, and Travel Administration
Univ. of Missouri-Columbia Columbia, Missouri	Food Service and Lodging Management	College of Agriculture	Dept. of Food Service and Lodging Management
Univ. of Nevada-Las Vegas Las Vegas, Nevada	Hotel Administration	College of Hotel Administration	College of Hotel Administration
Univ. of New Hampshire Durham, New Hampshire	Hotel Administration	Whittemore School of Business & Economics	Hotel Administration Program
Univ. of New Haven New Haven, Conn.	Hotel and Restaurant Administration	School of Business Administration	Dept. of Hotel, Restaurant Management, Tourism and Travel
Univ. of New Orleans New Orleans, Louisiana	Hotel, Restaurant & Tourism Administration	College of Business Administration	Dept. of Hotel, Restaurant and Tourism Administration
Univ. of Southern Miss. Hattiesburg, Mississippi	Hotel and Restaurant Administration	School of Home Economics	Dept. of Hotel and Restau- rant Administration
Virginia Polytechnic Insti- tute & State Univ. Harrisonburg, Virginia	Food Service and Lodging Management	College of Home Economics	Dept. of Human Nutrition and Foods

TABLE III (Continued)

Institution	1 Title of Hotel and Restaurant Administration Program	2 College or School In Which Program Is Housed	3 Department In Which Program Is Housed
Washington State Univ. Pullman, Washington	Hotel and Restaurant Administration	College of Business and Economics	Dept. of Business Administration
Western Illinois Univ. Macomb, Illinois	Food and Lodging Management	College of Applied Sciences	Dept. of Home Economics

\*Not applicable

Travel Services; Food Service and Hotel Management; Food Service and Housing Administration; Hotel and Tourism Industries; and Hotel, Restaurant and Tourism Administration. Northern Arizona University is the only institution which utilizes the term motel in their program Hotel-Motel and Food Service Administration.

The University of Houston's program title is unique in that it has a proper noun in its program title. The program is named for Conrad N. Hilton, famous hotel owner, and is therefore entitled Hilton School of Hotel and Restaurant Management.

#### College or School Where Housed

The College of Business Administration is the college or school in which 16 of the 35, or 46 percent, of programs surveyed are housed. These colleges or schools are presented in Column II of Table III. Oregon State University is the only hotel and restaurant administration program which is housed jointly by the School of Business and School of Home Economics. Johnson and Wales College and Florida State University are unique in that they do not indicate a college or school where the program is housed.

Five programs are housed in the College of Home Economics in their institutions with the same number in the School of Hotel Administration. Of the remaining programs, two are in the School of Applied Sciences with only one program in the School of Consumer and Family Sciences, School of Food and Housing Administration, College of Human Development, Alpha College, College of Food and Natural Resources and College of Agriculture.

### Department In Which Program Is Housed

The departments in which programs are housed are presented in Column III of Table III. Five of the programs' school or college is the department in which the program is housed, therefore, are represented by the same title. Six programs are housed in the Department of Hotel and Restaurant Management while five programs are housed in the Departments of Hotel, Restaurant and Institutional Management and Hotel Administration.

Three programs are housed in each of the following departments: School of Hotel Administration; School of Hotel, Food and Travel Services; and Department of Hotel or Housing and Food Service Administration. Two programs are housed in the Department of Business and Administration, Food and Nutrition, and Home Economics, with the remaining departments listed represented by only one institution.

### Faculty Numbers

Table IV indicates full-time and part-time faculty, male and female enrollment for 1977-78 and projected male and female graduates in 1980 for four-year hotel and restaurant administration programs in the United States. Presented in Column I of Table IV, the number of full-time faculty members range from 32 full-time at Cornell University to no full-time faculty members at Johnson and Wales College.

One hundred thirteen and five-tenths part-time faculty members are indicated by the 28 institutions which provided this statistical information. The University of Nevada-Las Vegas has the highest number of part-time faculty members with two institutions having only full-time faculty members.

TABLE IV

FULL-TIME AND PART-TIME FACULTY, MALE AND FEMALE  
ENROLLMENT FOR 1977-78 AND PROJECTED MALE  
AND FEMALE GRADUATES OF 1980 FOR THE  
FOUR-YEAR HOTEL AND RESTAURANT  
ADMINISTRATION PROGRAMS IN  
THE UNITED STATES

Institution	1 Faculty Members in Department in 1977		2 Program Enrollment 1976-77		3 4 5 6 1980 Projected Graduates	
	Full- Time	Part- Time	Male	Female	Male	Female
Bryant College * Smithfield, R.I.						
Cal. State Polytechnic Univ. San Diego, Calif.	5	6	240	50	90	30
Central Michigan Univ. Mount Pleasant, Mich.	3	2	45	16	60	20
Cornell Univ. Ithaca, New York	32	11	410	190	110	45
East Carolina Univ. * Greenville, N.C.						
Fairleigh-Dickinson Univ. Rutherford, New Jersey	4	6	76	12	80	32
Flor. International Univ. Miami, Florida	19	5	***500		***200	
Florida State Univ. Tallahassee, Florida	7**	1	270	60	145	45
Golden Gate Univ. * San Francisco, Calif.						
Indiana Univ. of Penn. Indiana, Pennsylvania	9	0	59	36	*	*
Indiana Univ.-Purdue Indianapolis, Ind.	9	5	170	150	45	24
Iowa State Univ. Ames, Iowa	7	10	37	36	26	26

TABLE IV (Continued)

Institution	1 Faculty Members in Department in 1977		2 Program Enrollment 1976-77		3 4 5 6 1980 Projected Graduates	
	Full- Time	Part- Time	Male	Female	Male	Female
James Madison Univ. * Harrisonburg, Vir.						
Johnson & Wales College Providence, R.I.		8	29	3	75	15
Michigan State Univ. East Lansing, Mich.	16		662	327	195	70
Northern Arizona Univ. Flagstaff, Arizona	3	1	54	38	*	*
Oklahoma State Univ. * Stillwater, Oklahoma						
Oregon State Univ. Corvallis, Oregon	1	4	58	20	23	12
Penn. State Univ. University Park, Penn.	6	4	200	70	75	30
Rochester Insti. of Tech. Rochester, N.Y.	6	6	150	75	60	30
Southwest State Univ. Brookings, S.D.	4		100	20	30	10
Tuskegee Institute * Tushegee, Alabama						
Univ. of Denver Denver, Colorado	7	1	337	69	***100	
Univ. of Hawaii Honolulu, Hawaii	8	2-4	295	305	30	30
Univ. of Houston Houston, Texas	7	6	380	95	100	25
Univ. of Massachusetts Amherst, Massachusetts	8	5	366	165	*	*

TABLE IV (Continued)

Institution	1 Faculty Members in Department in 1977		2 Program Enrollment 1976-77		3 4 5 6 1980 Projected Graduates	
	Full- Time	Part- Time	Male	Female	Male	Female
Univ. of Missouri-Columbia Columbia, Missouri	1	1-5	58	17	35	7
Univ. of Nevada-Las Vegas Las Vegas, Nevada	13	12	65	3	110	25
Univ. of New Hampshire Durham, New Hampshire	3	0	156	59	45	15
Univ. of New Haven New Haven, Conn.	3	6	120	25	***50	
Univ. of New Orleans New Orleans, Louisiana	3	4	60	25	18	10
Univ. of Southern Miss. Hattiesburg, Mississippi	5	2	22	3	27	10
Vir. Polytechnic Institute and State Univ. Harrisonburg, Virginia	2	1	4	35	10	15
Washington State Univ. Pullman, Washington	5	2-4	230	80	60	30
Western Illinois Univ. * Macomb, Illinois						

\*Information not furnished

\*\*Two contracted grants

\*\*\*Division by sex not furnished



### Program Enrollment

Column III and IV in Table IV indicates the 1976-77 male and female enrollments of the 28 universities which provided this statistical data. Michigan State University had the largest program enrollment of both males and females. Virginia Polytechnic Institute and State University had four male students in 1976-77 and the University of Southern Mississippi had a total of three female students. Of particular interest is the fact that Virginia Polytechnic Institute and State University and the University of Hawaii were the only institutions that had a larger female enrollment than male enrollment.

### Summary of Results

Significant in the reporting of this study is the location of the 50 hotel and restaurant administration programs in the United States. The majority of the programs are located in the Eastern and Mid-Western States.

The results of the comparative analysis of four-year hotel and restaurant administration program curriculum indicate a significant difference in credit hour requirements in subject matter categories presented as well as total credit hours for degree requirements. These differences were particularly evident in comparing the 42 respondents of the 50 programs identified as four-year programs in hotel and restaurant programs. Internship or practicum experiences represent a diversity of requirements in institutions surveyed.

Program statistical data provided information relative to the current status of hotel and restaurant administration programs in the United States. Particularly interesting is the variance in types of

institutions, department and colleges where programs are housed, and vastness of ranges in enrollment of the institutions.

Program titles were diverse yet direct relationships were evident among each. There is a wide distribution of disciplines that encompass the field of hotel and restaurant administration.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was the development of a proposed hotel and restaurant administration curriculum for Nicholls State University at Thibodaux, Louisiana. The proposed curriculum was developed through a comparison of curriculums used in existing four-year hotel and restaurant administration programs in the United States. The proposed curriculum was for submission to the administration of Nicholls State University.

#### Summary

Objectives of the study were to examine and compare curriculums used by institutions presently offering a four-year program in hotel and restaurant administration, development of a proposed curriculum in hotel and restaurant administration to be used at Nicholls State University in Thibodaux, Louisiana, and the collection of data relative to the current status of hotel and restaurant administration programs in the United States.

The method used to obtain the four-year curriculums in hotel and restaurant administration was a letter mailed to directors of the 50 hotel and restaurant administration programs in the United States as identified by Richard Gaven, Director of the Education of the National Restaurant Association in Chicago, Illinois. The letter requested a

copy of the curriculum currently being used in their program and the overall objectives of each program. Subsequently, an additional request was made for the university catalogs of each program surveyed.

Analysis of the data was obtained by a comparative analysis of each curriculum. A frequency count of credit hours under each subject matter category was used to obtain an average of credit hour requirements and percentage of total credit hours in each category. The average total credit hours required by hotel and restaurant administration programs was indicated as well as internship requirements.

In addition to the analysis of the curriculum, statistical data was collected as to the type of institution, enrollment of the institution, the program location within the institution, number of faculty members, program enrollment and predicted graduates for 1980. This data was reported in table form.

#### Objective I

The examination and comparison of curriculums used by institutions presently offering a four-year program in hotel and restaurant administration revealed considerable differences in credit hour requirements in subject matter categories as well as total credit hours for degree requirements. These differences were particularly evident in the initial examination of the programs. Program internship and practicum requirements were found to have great diversity.

In addition, one area of similarity was apparent in the overall program objectives. A majority of the programs stress the development of managers or leaders with a business background for the lodging and restaurant industry.

### Objective II

The data analyzed for Objective I provided guidelines used to develop a proposed curriculum. These guidelines are presented in Table V. The proposed four-year curriculum in hotel and restaurant administration for Nicholls State University is reported in a later section of this chapter.

### Objective III

Program statistical data relative to the current status of hotel and restaurant programs in the United States revealed distinctive differences in quantity of faculty and students enrollment. Male students are in the majority in most of the hotel and restaurant administration programs in the United States.

Hotel and restaurant administration programs are housed in greatest frequency in the school or college of business administration within their institution. Program titles were also found to vary but represented direct relationships.

### Conclusions

As a result of this study the following conclusions were realized:

(1) There is considerable difference in credit hour requirements in subject matter categories in existing hotel and restaurant administration programs.

(2) Hotel and restaurant administration programs are usually housed in the school or college of business administration within their institution.

(3) Program titles are diverse for hotel and restaurant

TABLE V  
 GUIDELINES PRODUCED FOR CURRICULUM DEVELOPMENT  
 OF A FOUR-YEAR HOTEL AND RESTAURANT  
 ADMINISTRATION

Subject	1 Ranges in Subject Matter Categories Minimum - Maximum	2	3 Average Hours in Subject Categories	4 Percentage of Total Credit Hour Requirements
Math				
Introductory	0	6	2.76	2.2
Advanced	0	8	3.03	2.4
Natural Science	0	22	8.80	7.0
Social Science	6	30	15.04	12.0
Communication Skills	2.7	18	9.00	7.2
Accounting and Finance	2.7	10.7	6.85	5.4
Business	0	28.7	14.96	12.0
Language	0	6	0.17	0.135
Humanities	0	19	5.00	3.9
Physical Education	0	4.7	1.08	0.86
Required Electives	0	21.3	7.89	6.3

TABLE V (Continued)

Subject	1 Ranges in Subject Matter Categories Minimum - Maximum	2 Subject Categories	3 Average Hours in Subject Categories	4 Percentage of Total Credit Hour Requirements
Free Electives	0	39	10.98	8.8
Hospitality Courses	23	63	39.42	31.5
TOTAL HOURS	117.3	132	125.06	100%

administration programs but direct relationships are evident.

(4) A majority of students enrolled in hotel and restaurant administration programs are male.

(5) Overall objectives of each hotel and restaurant administration program emphasized the development of managers or leaders with a business background for the lodging and restaurant industry.

(6) Internship requirements differ widely in hotel and restaurant administration programs.

(7) The distribution of disciplines that encompass the field of hotel and restaurant administration provides the reason for the variegated of school, colleges and departments depicted.

(8) The similarity in hotel and restaurant administration program characteristics generates the need for a curriculum which is diverse in disciplines, yet coordinated in purpose.

#### Proposed Curriculum for Nicholls

#### State University

Table VI presents the resulting proposed four-year hotel and restaurant administration curriculum for Nicholls State University in Thibodaux, Louisiana. Percentages of total credit hour requirements in each subject matter category were planned to correspond as nearly as possible to the percentages reported in the comparative analysis.

Courses which are not currently offered at Nicholls State University are indicated. A total of 130 credit hours was utilized as this is a requirement of the university. In addition, 45 of the total credit hours must be on the 300 and 400 course level. This requirement was also followed in the proposed curriculum.



TABLE VI  
 PROPOSED FOUR-YEAR HOTEL AND RESTAURANT  
 ADMINISTRATION CURRICULUM FOR  
 NICHOLLS STATE UNIVERSITY  
 IN THIBODAUX, LOUISIANA

Subject	1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
<u>Introductory Mathematics</u>				
MATH 101 College Algebra	3	2.4%	2.76	2.2%
<u>Advanced Mathematics</u>				
MATH 105 Mathematics for Business and Economics Decisions	3			
BSAD 282 Statistics	$\frac{3}{6}$	$\frac{4.8\%}{}$	$\frac{3.03}{}$	$\frac{2.4\%}{}$
<u>Natural Science</u>				
MICR 303 General Microbiology	2			
MICR 304 General Microbiology	2			
BIOL 102 General Animal Biology	3			
CHEM 101 General Chemistry I	$\frac{3}{10}$	$\frac{8\%}{}$	$\frac{8.80}{}$	$\frac{7.0\%}{}$

TABLE VI (Continued)

Subject	1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
<u>Social Science</u>				
PSYC 207 Organizational Psychology	3			
ECON 255 Economics Principles	3			
HIST 255 American History	3			
HIST 256 American History	3			
GOVT 250 Intro. to Political Science	3			
	<u>15</u>	<u>12%</u>	<u>15.04</u>	<u>12%</u>
<u>Communication Skills</u>				
ENGL 101 English Composition	3			
ENGL 102 English Composition	3			
ENGL 330 Oral Business Communications	3			
	<u>9</u>	<u>7.2%</u>	<u>9.00</u>	<u>7.2%</u>
<u>Accounting and Finance</u>				
ACCT 200 Survey Course in Accounting	3			

TABLE VI (Continued)

Subject	1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
ACCT 300 Managerial Accounting	3			
FINC 355 Business Finance	$\frac{3}{9}$	$\frac{7.2\%}{}$	$\frac{6.85}{}$	$\frac{5.4\%}{}$
<u>Business</u>				
CMPS 111 Intro. to Computers in Business	3			
BSAD 221 The Legal Environment of 222 Business	6			
MNGT 370 Human Relations	3			
MKTG 300 Marketing	$\frac{3}{15}$	$\frac{12\%}{}$	$\frac{14.96}{}$	$\frac{12\%}{}$
<u>Humanities</u>				
HUMA 301 Humanities Survey	$\frac{6}{}$	$\frac{4.8\%}{}$	$\frac{5.00}{}$	$\frac{3.9\%}{}$
<u>Language</u>				
(Optional)			$\frac{0.17}{}$	$\frac{.135\%}{}$

TABLE VI (Continued)

Subject	1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
<u>Required Electives</u>				
Two courses in either Business or Hotel and Restaurant Administration	<u>6</u>	<u>4.8</u>	<u>7.89</u>	<u>6.3%</u>
Recommended Required Electives:				
MNGT 467 Personnel Administration	3			
MNGT 368 Operations Management	3			
MKTG 450 Advertising	3			
FINC 328 Principles of Insurance	3			
FINC 341 Principles of Real Estate				
<u>Physical Education</u>				
H&PE 270 First Aid	<u>2</u>	<u>1.6</u>	<u>1.08</u>	<u>.86%</u>

TABLE VI (Continued)

Subject	1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
<u>Free Electives</u>	9	7.2%	10.98	8.8%
<u>Hotel and Restaurant Administration Required Courses</u>				
*HRA Orientation to HRA	1			
HOEC 111 Food and Nutrition	2			
HOEC 113 Food and Nutrition Lab	1			
HOEC 214 Food Purchasing and Storage	3			
HOEC 317 Supervisory Techniques	3			
HOEC 360 Quantity Foods	3			
*HRA Hospitality Accounting	3			
*HRA Maintenance & Engineering	3			
*HRA Institutional Furnishing	3			
*HRA Food & Beverage Cost Control	3			
*HRA Law of Innkeeping	3			

TABLE VI (Continued)

Subject		1 Semester Hours	2 Percentage of Total	3 Guideline of Average Hours In Subject Category	4 Guideline of Percentage of Total Credit Hour Requirements
*HRA	Seminar in Convenience Foods	1			
*HRA	Seminar in Hotel and Restaurant Administration	1			
<u>Internship</u>					
HEC 219	Field Experience (300 hours)	$\frac{10}{45}$	$\frac{28\%}{}$	$\frac{39.42}{}$	$\frac{31.5\%}{}$
TOTAL		130	100%	125.06	100%

\*Courses currently not offered at Nicholls State University.

Course descriptions of the proposed four-year hotel and restaurant administration curriculum for Nicholls State University in Thibodaux, Louisiana are presented on page 90, Appendix B. As indicated on the table, the majority of the course descriptions were derived from the current Nicholls State University Bulletin. Course descriptions for courses which must be adapted for the implementation of this program at Nicholls State University were derived from existing programs in hotel and restaurant administration.

#### Recommendations Concerning Proposed Curriculum

These recommendations are intended to assist in the approval of a four-year hotel and restaurant administration program at Nicholls State University in Thibodaux, Louisiana. The analysis of the existing program curriculums, statistical data relative to the current status of hotel and restaurant administration programs and information derived from the review of literature produced a basis for the following recommendations for program development at Nicholls State University:

(1) A steering committee should be formulated to conduct feasibility studies related to the community served by Nicholls State University, local hotel and restaurant industry needs and employment opportunities and prospective students interest to present further recommendations in the development of the four-year hotel and restaurant administration curriculum.

(2) In selecting faculty for the instruction of this hotel and restaurant administration curriculum at Nicholls State University, consideration should be given to personnel which possess a strong academic background in the field and have had hotel and restaurant industry

experience.

(3) This new hotel and restaurant administration program should be developed and implemented within the home economics department at Nicholls State University. The basis of this recommendation is the relative ease with which the courses not currently offered on the Nicholls State University campus could be implemented in this department.

(4) This proposed curriculum is only an initial step in the development and implementation of a four-year program in hotel and restaurant administration program for Nicholls State University. It should be evaluated by the recommended steering committee and made unique to best suit the objectives and purposes of Nicholls State University and the community it serves. This uniqueness may best be achieved by the development of a strong internship program that can foster support from local hotel and restaurant industry.

(5) In developing and implementing this new curriculum emphasis should be given to the new facilities currently being planned to house the Department of Home Economics. Selection of courses should represent the most efficient utilization of future facilities.



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APPENDIX A  
CORRESPONDENCE

June 23, 1978

Dear :

A national survey is being conducted to compare curriculums used in existing four-year hotel and restaurant administration programs in universities throughout the United States to compare these curriculums for development of a proposed curriculum model to be used in a new hotel and restaurant administration program at Nicholls State University in Thibodaux, Louisiana. It is hoped that through the results of this study all contributing universities will gain insight into the current status of hotel and restaurant administration programs in the United States.

To assist in the completion of this study, please mail the curriculum currently being used in your four-year hotel and restaurant administration program as well as the overall general objective of the program. Any additional information about your program you feel would aid in this study will be appreciated.

The results of this study will be made available to each contributing university.

Your cooperation in this study will be greatly appreciated.

Sincerely yours,

Linda Vincent  
Assistant Professor

September 11, 1978

Dear :

On June 23, 1978, I sent you a letter of inquiry concerning your four-year hotel and restaurant administration program. Presently, I have not received your reply and would appreciate your sending me the curriculum currently being used in your four-year hotel and restaurant administration program, the overall general objective of the program, and the current university catalog.

To ensure the completion of this national survey, it is vital that I receive this information. A copy of the original letter of inquiry is enclosed.

Sincerely yours,

Linda Vincent  
Assistant Professor

Dear :

The Home Economics Department at Nicholls State University is presently conducting a national survey concerning four-year programs in hotel and restaurant administration curriculum. Your university is cooperating in this survey, but we need your general undergraduate university catalogue for further clarification of the curriculum.

Please send the current general undergraduate university catalogue for assistance in this study.

Sincerely yours,

Linda Vincent  
Assistant Professor



June 19, 1978

American Home Economics Association  
2010 Massachusetts Avenue, NW  
Washington, D.C. 20036

Dear Sirs:

Nicholls State University Home Economics Department in Thibodaux, Louisiana is investigating the development of a four-year hotel, restaurant and institutional administration program. To aid in the development of this program the guidelines for accreditation of this program are necessary.

Please send these guidelines for accreditation by your organization and any additional information which will aid in the organization of this program.

Sincerely yours,

Linda Vincent  
Assistant Professor

June 19, 1978

American Assembly of College  
Schools of Business  
760 Office Parkway  
Suite 50  
St. Louis, Missouri 63141

Dear Sirs:

Nicholls State University in Thibodaux, Louisiana is investigating the development of a four-year hotel, restaurant and institutional administration program. To aid in the development of this program the guidelines for accreditation of this program are necessary.

Please send these guidelines for accreditation by your organization and any additional information which will aid in the organization of this program.

Sincerely yours,

Linda Vincent  
Assistant Professor

Four-Year Hotel and Restaurant Administration  
Programs in the United States

1. Alabama
  - a. Department of Food Administration  
Tuskegee Institute  
Tuskegee, Alabama 36083
2. Alaska
  - a\*. Department of Hotel and Restaurant  
Administration  
University of Alaska  
Fairbanks, Alaska 99701
3. Arizona
  - a. Department of Hotel and Restaurant  
Administration  
University of Northern Arizona  
Flagstaff, Arizona 86001
4. California
  - a\*. Hotel and Restaurant Administration  
California State Polytechnic University  
3801 West Temple Avenue  
Pomona, California 91768
  - b. Department of Hotel and Restaurant  
Administration  
Golden Gate University  
San Francisco, California 94105
  - c\*. U. S. International University  
10455 Pomerado Road  
San Diego, California 91768
5. Colorado
  - a. University of Denver  
2030 East Evans Street, University Park  
Denver, Colorado 80210
  - b\*. Department of Hotel and Restaurant  
Administration  
Colorado State University  
Fort Collins, Colorado 80521
6. Connecticut
  - a. Department of Hotel and Restaurant  
Administration  
University of New Haven  
New Haven, Connecticut 06505
7. Florida
  - a. Food and Travel Services  
Florida International University  
Miami, Florida 33314
  - b. Chairman, Hotel and Restaurant  
Administration  
204 Seminole Dining Hall  
Florida State University  
Tallahassee, Florida 32306



16. Massachusetts      a. Department of Hotel, Restaurant and  
Travel Administration  
University of Massachusetts  
Amherst, Massachusetts 01002
17. Michigan            a. Department of Hotel and Restaurant  
Administration  
Central Michigan University  
Mount Pleasant, Michigan 48859
- b\*. Department of Hotel and Restaurant  
Administration  
Grand Valley State College  
Allendale, Michigan 49401
- c. School of Hotel, Restaurant, and  
Institutional Management  
424 Eppley Center  
Michigan State University  
East Lansing, Michigan 48823
18. Minnesota           a. Hotel, Restaurant and Institution Division  
Southwest State University  
Marshall, Minnesota 56258
19. Mississippi        a. Department of Hotel and Restaurant  
Administration  
University of Southern Mississippi  
Hattiesburg, Mississippi 39401
20. Missouri            a. Food Science and Nutrition  
University of Missouri  
223 Gentry Hall  
Columbia, Missouri 65201
21. Nevada             a. University of Nevada  
4505 Maryland Parkway  
Las Vegas, Nevada 89109
22. New Hampshire     a. Wittemore School of Business and Economics  
University of New Hampshire  
McConnell Hall  
Durham, New Hampshire 03824
23. New Jersey         a. College of Business Administration  
Fairleigh Dickinson University  
184 Fairview Avenue  
Rutherford, New Jersey 07070
24. New York           a. Department of Hotel and Restaurant  
Administration  
Cornell University  
Ithaca, New York 14850

- b\*. Institute of Transportation, Travel and  
Tourism  
Niagara University  
Niagara, New York 14109
  - c\*. Department of Hotel and Restaurant  
Administration  
Pratt Institute  
Brooklyn, New York 11205
  - d. Department of Food Management  
Rochester Institute of Technology  
One Lomb Memorial Drive  
Rochester, New York 14623
25. North Carolina
- a. Chairman, Department of Food, Nutrition  
and Institution Management  
East Carolina University  
P.O. Box 2743  
Greenville, North Carolina 27834
26. Ohio
- a\*. Department of Hotel and Restaurant  
Management  
The Ohio State University  
Columbus, Ohio 43210
27. Oklahoma
- a. School of Hotel and Restaurant  
Administration  
Oklahoma State University  
Stillwater, Oklahoma 74074
28. Oregon
- a. Department of Hotel and Restaurant  
Administration  
Oregon State University  
Corvallis, Oregon 97331
29. Pennsylvania
- a. Department of Hotel and Restaurant  
Administration  
Indiana University of Pennsylvania  
Indiana, Pennsylvania 15701
  - b. Food Service and Housing Administration  
Pennsylvania State University  
University Park, Pennsylvania 16802
30. Rhode Island
- a. Department of Hotel and Restaurant  
Administration  
Bryant College  
Providence, Rhode Island 22801

- b. Department of Hotel and Restaurant Administration  
Johnson and Wales College  
Abbott Park Place  
Providence, Rhode Island 02903
31. South Dakota a\*. Department of Hotel, Restaurant Administration  
South Dakota State University  
Brookings, South Dakota 56006
32. Tennessee a\*. Food and Lodging Administration  
The University of Tennessee  
220 Harris Building  
Knoxville, Tennessee 27916
33. Texas a. Department of Hotel and Restaurant Administration  
University of Houston  
Houston, Texas 77004
34. Virginia a. Department of Hotel, Restaurant Administration  
James Madison University  
Harrisonburg, Virginia 22801
- b. Department of Hotel and Restaurant Administration  
Virginia Polytechnic Institute and State University  
Blacksburg, Virginia 24060
35. Washington a. Department of Hotel Administration  
Washington State University  
Pullman, Washington 99163
36. Wisconsin a\*. Hotel and Restaurant Management  
University of Wisconsin-Stout  
Menomonie, Wisconsin 54751

**APPENDIX B**

**COURSE DESCRIPTIONS**



Course Descriptions of Proposed Four-Year Hotel  
and Restaurant Administration Curriculum  
for Nicholls State University in  
Thibodaux, Louisiana

General University Courses

Mathematics

- MATH 101 College Algebra: Prerequisite: Satisfactory score on placement test, or Algebra II high school course, or permission of the department head. Sets; the field of real numbers; linear equations and inequalities in one variable; 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.
- MATH 105 Mathematics for Business and Economic Decisions: Prerequisite: Mathematics 101, or permission of the department head. Linear equations, linear inequalities, linear programming, mathematics of finance, differential calculus, integral calculus, probability.
- BSAD 282 Statistics: Prerequisite: Completion of University minimum math requirement. An introduction to descriptive and inferential statistics. Frequency distributions; probability; sampling methods and sampling distributions; statistical estimation; hypothesis testing.

Natural Science

- BIOL 102 General Animal Biology: Principles of animal biology, including cell biology, embryology, genetics, organ systems, cell chemistry, physiology and ecology. Biology 101 is not a prerequisite for this course.
- MICR 303 General Microbiology: Prerequisites: Biology 101 or 102, and Chemistry 221 or permission of the instructor. A study of the morphology, physiology and classification of bacteria, with application to industry, soil fertility, food preservation, and sanitation.
- MICR 304 General Microbiology Laboratory: Prerequisite: Credit or registration in Microbiology 301. A laboratory to accompany Microbiology 301.
- CHEM 101 General Chemistry I: Prerequisite or corequisite minimum: Mathematics 101. 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.

Social Science

- PSYC 207 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.
- ECON 255 Economic Principles: This course is intended to give students without an undergraduate major in business administration a comprehensive introduction to economic principles and problems. In addition to the theoretical relating to money and banking, labor, taxation, tariffs, and international trade.
- HIST 255 American History: Survey of American History from the earliest times to 1876.
- HIST 256 American History: Survey of American history from 1876 to the present. This course contains a ten (10) hour block of instruction in Americanism versus Communism.
- GOVT 250 Introduction to Political Science: A treatment of the great 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.

Communication Skills

- ENGL 101 English Composition: Introductory courses in writing for  
ENGL 102 students who indicate on placement tests the ability to read and write at the expected college level. Emphasis on expository writing and effective reading.
- SPCH 330 Oral Business Communications: A course designed to acquaint students with the theory and practice of speaking and listening as it applies to business and industry.

Accounting and Finance

- ACCT 200 Survey Course in Accounting: A survey course in accounting for non-business majors desiring a working knowledge of accounting.
- ACCT 300 Managerial Accounting: Prerequisite Accounting 102 or 200. A study of the basic financial statements, interpretation and interrelationships of financial data, quantitative concepts relating to management objectives, income and capital budgeting, cost analysis, managerial control and planning.
- FINC 355 Business Finance: Prerequisites: Accounting 201 or 300 and Economics 251 and 252 or 255. The organization and financing of a business enterprise; types of capitalization, refunding, reorganization, expansion; analysis of financial statements; analysis of credit risks.

Business

- CMPS 111 Introduction to Computers in Business: Prerequisite: Credit or registration in Mathematics 101 or permission of department head. A first course in computer science for students in the College of Business Administration with emphasis on problem recognition through independent flowcharting with coding and debugging on higher level programming languages.
- BSAD 221 The Legal Environment of Business: The law of contracts,  
BSAD 222 agency, negotiable instruments; bailments, sales, mortgages, bankruptcy, partnership, and corporations.
- MNGT 370 Human Relations: An inquiry into the dynamics of organizational behavior. Using a case study approach, the course attempts an investigation of the current findings from the behavioral sciences and their application to the modern business environment.
- MKTG 300 Marketing: Prerequisite: Junior standing. Strategy and designing a marketing mix are stressed to give an overall view of the dynamic social-political environment as it relates to the consumer. Design of a total system with analysis of the functions performed by the system which provide the product and serve the consumer. The basic approach will be a blend of the managerial behavior science.

Humanities

- Huma 301 Humanities Survey: Prerequisite: Junior Standing. An interdisciplinary course designed to present the humanities disciplines (art, drama, history, literature, music, philosophy and theology) historically and aesthetically with the emphasis on intergrating humanistic concepts, particularly as they derive from the arts and the humanistic pursuits of man. Course coordinated with a series of evening functions (performance, films, exhibitions, lectures, reviews) at which the student can realize the impact of cultural activities on himself as an individual and as a social being.

Language

(Optional)

Required Electives

Two courses in either Business or Hotel and Restaurant Administration. (6 semester hours)

Recommended Required Electives:

- MNGT 467 Personnel Administration: Prerequisite: Senior Standing or permission of the instructor. A study of the problems of personnel relations as applied to employment, development, maintenance and utilization of a labor force.

- MNGT 368 Operations Management: Prerequisite: Business Administration 282, Computer Science 111. The fundamental characteristics and problems associated with operations of any organization, such as facilities, location, aggregate output planning, inventory control, scheduling, and quality control.
- MKTG 450 Advertising: A study of advertising in its relation to society and its use in business, its professional requirements, and the activities necessary to create and present advertising.
- FINC 328 Principles of Insurance: An introductory course in insurance to provide a basis for the education of students who are preparing for a career in insurance as well as serving the needs of prospective insurance buyers.
- FINC 341 Principles of Real Estate: The principles of purchasing, owning, and operating real estate relative to interests in realty, liens, contracts, deeds, titles, leases, brokerage management.
- HRA \* Food Service Systems: An exploration of the evolution of food service systems involving principles of work analysis and design, and their implication in quantity food production. Interrelationship of menu, personnel, capital and equipment (33).
- HRA \* Marketing in Hospitality Industry: Application of marketing concepts, methods and techniques in the hospitality industry. Consolidation of previously learned knowledge and experience to offer a product to satisfy a chosen market segment (33).

#### Physical Education

- H&PE 270 First Aid: A course of procedures to be employed in first aid treatment of wounds, shocks, poisoning, fractures, and unconsciousness. American Red Cross certificates will be granted to those who satisfactorily pass the examination.

#### Free Electives

Nine semester hours.

#### Hotel and Restaurant Administration

##### Required Courses

- HRA \* Orientation to the Hotel and Restaurant Industry: Historical development and organizational structure of the hotel and restaurant industries. Social and economic background; industry opportunities, challenges, and limitations (33).

- HOEC 111 Food and Nutrition: Scientific principles involved in the selection, preparation and serving of foods to conserve nutritive values. General information relative to normal nutrition, special diets and meal planning.
- HOEC 113 Food and Nutrition Laboratory: A laboratory to accompany Home Economics 111.
- HOEC 214 Food Purchasing and Storage: Prerequisite: Home Economics 111, 113. This course covers purchasing precedures 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.
- HOEC 317 Supervisory Techniques: This course provides training for working with training personnel and the improvement of relationships and work methods by individual projects, group work and required field trips.
- HOEC 360 Quantity Foods: 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.
- HRA \* Hotel and Restaurant Accounting: Accounting principles applied to the hotel and restaurant industry. Financial statement analysis and cash flow concepts (33).
- HRA \* Maintenance and Engineering: Problems in building maintenance. Fundamental analysis of heat, light and power. Air conditioning and plumbing systems. Emphasis on energy conservation (33).
- HRA \* Institutional Furnishing: The selection of furnishing for hotel and restaurant establishments. In addition, information concerning hotel and restaurant design.
- HRA \* Food and Beverage Cost Control: Application of cost controls; development of cost reduction methods; examination of budgets, labor cost controls, production controls, pricing techniques.
- HRA \* Law of Innkeeping: A study of the laws applicable to the ownership and operation of hotels, restaurants, and other hospitality institutions serving the public.
- HRA \* 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.
- HRA \* 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.

Internship

HOEC 218 Field Experience: Supervised field experience to correlate  
HOEC 219 application with academic theory in college approved establishment. (300 hours minimum)

\*Courses currently not offered at Nicholls State University.

\*\*All numbered course descriptions were derived from the Nicholls State State University Bulletin, effective June, 1978.

VITA<sup>2</sup>

Linda Marie Vincent

Candidate for the Degree of

Doctorate of Education

**Thesis:** DEVELOPMENT OF A PROPOSED HOTEL AND RESTAURANT ADMINISTRATION CURRICULUM FOR NICHOLLS STATE UNIVERSITY IN THIBODAUX, LOUISIANA.

**Major Field:** Vocational-Technical and Career Education

**Minor Field:** Food, Nutrition and Institution Administration

**Biographical:**

**Personal Data:** Born in Galveston, Texas, March 24, 1947, the daughter of Mr. and Mrs. George Vincent.

**Education:** Graduated from Terrebonne High School, Houma, Louisiana, in May, 1965; received Bachelor of Science degree in Vocational Home Economics Education from Nicholls State University in 1969; received Master of Education in Secondary Education from Nicholls State University in 1975; received Specialist in Education degree from Oklahoma State University in 1977; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1979.

**Professional Experience:** Vocational Home Economics Instructor, Evergreen Junior High School in Houma, Louisiana, 1969-1974; Occupational Food Service Instructor, Terrebonne Vocational-Technical High School in Houma, Louisiana, 1973-1977; Assistant Professor in Home Economics Department, Nicholls State University, 1977-1979.

**Organizations:** American Vocational Association, Louisiana Vocational Association, American Home Economics Association, Louisiana Home Economics Association, Phi Delta Kappa, Louisiana Restaurant Association, Postsecondary and Adult Vocational Home Economics Educators, American Association of University Professors.