

# Hospitality Services



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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Hospitality Services Program of Study. The academic standards in this document are theoretical and performance-based. The standards contain content from Colorado, Maryland, Tennessee, and Texas and were validated by D.C. business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.



## **Culinary Arts**

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Course Descriptions: Hospitality Services		
Course Level	Course Information	Description
Level I	<b>Principles of Hospitality and Tourism</b> <b>OSSEID:</b> 5090201 <b>Grades:</b> 9-12 <b>Prerequisite:</b> None <b>Credit:</b> 1	Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.
Level II	<b>Travel and Tourism Management</b> <b>OSSEID:</b> 5090202 <b>Grades:</b> 10-12 <b>Prerequisite:</b> Principles of Hospitality and Tourism <b>Credit:</b> 1	Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.
Level III	<b>Hotel Management</b> <b>Practice OSSEID:</b> 5090203 <b>Ggrades:</b> 11-12 <b>Prerequisite:</b> Travel and Tourism Management <b>Credit:</b> 1	Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting.
Level IV	<b>Practicum in Hospitality Services</b> <b>OSSEID:</b> 5090204 <b>Grades:</b> 12 <b>Prerequisite:</b> Hotel Management <b>Credit:</b> 1	Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.



## Industry Certifications

## Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
<b>Career Exploration</b> Industry Visits Guest Speakers Participate in a CTSO	<b>Career Awareness</b> <i>All of Level I, plus:</i> Postsecondary Visits Program-Specific Site Tours Mock Interviews	<b>Career Preparation</b> <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	<b>Career Preparation</b> Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

**Career Coach DC** (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

**Nepris** (<https://dc.nepris.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

**Virtual Job Shadow** (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

## Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA’s, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Hospitality Services Program of Study (source: EMSI, August 2021)
High Wage	Those occupations that have a 25 <sup>th</sup> percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.	<b>Standard Occupational Code (SOC):</b> 11-9081.00 Lodging Managers 39-6012.00 Concierges  <b>Hourly Wages</b> <b>25<sup>th</sup> Percentile:</b> \$26.56 <b>50<sup>th</sup> Percentile:</b> \$34.20 <b>75<sup>th</sup> Percentile:</b> \$49.98



	<p><i>Note: A 25<sup>th</sup> percentile hourly wage of \$20.49 or greater is required to meet this definition.</i></p>	
<p><b>High Skill</b></p>	<p>Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate’s degree, or higher.</p>	<p><b>Typical Entry-Level Education:</b> High school diploma or equivalent</p>
<p><b>In-Demand</b></p>	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total <b>(growth plus replacement)</b> annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i></p>	<p><b>Annual Openings: 40</b></p>



## Model Six-Year Plan: Culinary Arts

**College:** University of the District of Columbia Community College

**Program/CIP:**

**Plan:**

**Entity:** Office of the State Superintendent of Education

**Career Cluster:** Hospitality and Tourism

**Program of Study:** Hospitality Services

High School					College			
Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Semester I	Semester II	Semester III	Semester IV
<b>English (4)</b>	English I	English II	English III	English IV				
<b>Math (4)</b>	Algebra I	Geometry	Algebra II	Math				
<b>Science (4)</b>	Biology	Lab Science	Anatomy and Physiology	Science				
<b>Social Studies (4)</b>	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
<b>Health (.5) and Physical Ed (1)</b>	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
<b>World Languages (2)</b>			World Language I	World Language II				
<b>Art (.5)</b>		Art (.5)						
<b>Music (.5)</b>		Music (.5)						
<b>Elective / Major Courses</b>	Introduction to Hospitality	Travel and Tourism Management	Hotel Management	Practicum in Hospitality Services				
<b>Total possible college credits completed in high school: XX</b>					<b>Credit hours required to complete the AAS program: XX</b>			



## Course Standards

### Principles of Hospitality and Tourism

1. **General requirements.** This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
  - C. Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. write effectively using standard English and correct grammar;
    2. use a variety of credible resources;
    3. recognize appropriate professional documents used in the hospitality and tourism industry;
    4. calculate accurate measurements, numerical concepts such as percentages, and estimations; and
    5. understand how scientific principles are used in the hospitality and tourism industry.
  - B. **The student uses verbal and nonverbal communication to provide a positive experience for guests and employees. The student is expected to:**
    1. develop and execute formal and informal presentations; and
    2. practice customer service skills.



- C. **The student understands that personal success depends on personal effort. The student is expected to:**
1. demonstrate self-responsibility and self-management;
  2. explain the characteristics of personal values, ethics, and fundamental principles;
  3. display positive attitudes and good work habits;
  4. develop strategies for achieving accuracy; and
  5. develop organizational skills.
- D. **The student develops an understanding of time management, decision making, and prioritization. The student is expected to:**
1. identify and apply effective practices for managing time;
  2. analyze the benefits of balancing career and home life;
  3. learn and apply steps in the decision-making process; and
  4. work independently.
- E. **The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:**
1. prioritize career goals and ways to achieve those goals in the hospitality and tourism industry;
  2. compare and contrast education or training and certifications needed for careers in the hospitality and tourism industry;
  3. examine related community service opportunities; and
  4. describe the components and importance of a career portfolio.
- F. **The student uses technology to gather information. The student is expected to:**
1. understand the need for computer applications to perform workplace tasks;
  2. recognize that types of computerized systems are used to manage operations and guest services in the hospitality and tourism industry; and
  3. discuss why computerized systems are used in operations and guest services in the hospitality and tourism industry.
- G. **The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:**
1. develop team-building skills;
  2. develop decision-making and problem-solving skills;
  3. conduct and participate in effective meetings;
  4. identify leadership and teamwork qualities that create a pleasant working atmosphere; and
  5. identify community service activities related to the hospitality and tourism industry.
- H. **The student explains how resources (employees, guests, and property) are managed to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:**
1. identify and explain job safety and security practices;
  2. recognize and implement the basics of sanitation;
  3. understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools; and
  4. determine how environmental issues and trends affect the hospitality and tourism industry.



- I. **The student explores the history of the hospitality and tourism industry. The student is expected to:**
  - 1. examine the varied operations required within the hospitality and tourism industry;
  - 2. understand the job qualifications for various careers in the hospitality and tourism industry; and
  - 3. differentiate amongst lodging, travel and tourism, recreation amusements, attractions and resorts, and food and beverage service.
  
- J. **The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:**
  - 1. develop technical vocabulary of the hospitality and tourism industry;
  - 2. design a customized product for the hospitality and tourism industry; and
  - 3. identify local and regional trends and issues in the hospitality and tourism industry.
  
- K. **The student understands the importance of customer service. The student is expected to:**
  - 1. determine ways to provide quality customer service;
  - 2. analyze how guests are affected by employee attitude, appearance, and actions; and
  - 3. examine different types of service across the industry.
  
- L. **The student develops technology skills. The student is expected to:**
  - 1. use technology as a tool to research, organize, evaluate, and communicate information.
  - 2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  - 3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  - 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Travel and Tourism Management

1. **General requirements.** This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services.
  - C. Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. formulate and organize oral and written information;
    2. compose a variety of written documents used in travel and tourism such as itineraries, thank you letters, presentations, and advertisements;
    3. differentiate and deliver different types of presentations such as informative, instructional, persuasive, and decision making;
    4. calculate basic math and percentages;
    5. investigate geography and factors that affect the travel and tourism industry; and
    6. summarize how to use the state of the economy to plan products and services.
  - B. **The student uses oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:**
    1. select and employ verbal skills when obtaining and conveying information;
    2. use verbal and nonverbal communication skills effectively with diverse constituents; and
    3. develop and deliver presentations using appropriate technology such as to engage, inform, and persuade audiences.



- C. **The student solves problems independently and in teams using critical-thinking skills. The student is expected to:**
1. generate creative ideas by brainstorming possible solutions;
  2. guide individuals through the process of making informed travel decisions;
  3. interpret and use industry standards for principles of budgeting and forecasting to maximize profit and growth; and
  4. analyze customer comments to formulate improvements in services and products.
- D. **The student uses information technology tools specific to the travel and tourism industry to access, manage, integrate, and create information. The student is expected to:**
1. operate and use technological applications to communicate within a workplace and perform a task;
  2. distinguish among the different modes of travel such as airline, cruise line, road travel, and rail;
  3. differentiate among recreation such as amusement, attractions, and resort venues;
  4. research travel arrangement systems used for booking reservations; and
  5. create basic multimedia publications.
- E. **The student understands roles within teams, work units, departments, organizations, inter-organization systems, and the larger environment of the travel and tourism industry. The student is expected to:**
1. explain the functions and interactions of various departments within a travel and tourism business;
  2. research quality-control systems and practices;
  3. develop plans to accomplish organizational goals; and
  4. formulate collaborative plans with other related industries such as lodging, food and beverage service, and transportation agencies to provide an all-inclusive product for the customer.
- F. **The student understands the importance of health, safety, and environmental systems in the travel and tourism industry and their importance to organizational performance and regulatory compliance. The student is expected to:**
1. identify hazards common to workplaces such as safety, health, and environmental hazards;
  2. use industry standards to implement safety precautions to maintain a safe worksite;
  3. research and relate first aid and cardiopulmonary resuscitation skills;
  4. describe environmental procedures that ensure a facility is in compliance with health codes;
  5. describe how to train others for emergency situations;
  6. analyze potential effects caused by common chemicals and hazardous materials; and
  7. compare and contrast security measures to protect the guests, staff, and property.
- G. **The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:**
1. apply team-building skills;
  2. apply decision-making and problem-solving skills;
  3. apply teamwork qualities in creating a pleasant work environment;
  4. determine the impact of cultural diversity on teamwork; and
  5. participate in community service opportunities.



- H. **The student knows and understands the importance of professional ethics and legal responsibilities. The student is expected to:**
1. discuss ethical reasoning to a variety of workplace situations in order to make decisions; and
  2. research information on organizational policies in handbooks and manuals.
- I. **The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers. The student is expected to:**
1. identify and demonstrate behaviors and skills necessary to be employable;
  2. identify the training and education requirements that lead toward an appropriate certification for employment;
  3. demonstrate proper interview techniques;
  4. update or create a career portfolio;
  5. investigate continuing education opportunities within the industry;
  6. examine appropriate credentialing requirements to maintain compliance with industry requirements;
  7. compare and contrast the effect of stress, fatigue, and anxiety on job performance;
  8. complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements; and
  9. explore entrepreneurship opportunities within the travel and tourism industry.
- J. **The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to:**
1. apply effective practices for time management;
  2. analyze various steps in the decision-making process for prioritizing effectively; and
  3. discuss the importance of balancing a career, a family, and leisure activities.
- K. **The student uses technical knowledge and skills required in the travel and tourism industry. The student is expected to:**
1. develop job-specific technical vocabulary;
  2. use marketing techniques to sell products and services;
  3. evaluate current and emerging technologies to improve guest services;
  4. explain different types of payment options;
  5. analyze customer service concepts and scenarios;
  6. describe how customer service affects a company's bottom line;
  7. develop an awareness of cultural diversity to enhance travel planning such as differences in social etiquette, dress, and behaviors;
  8. demonstrate an understanding of tourism sales and the impact on distribution systems; and
  9. demonstrate knowledge of destination, attraction planning, and development, including the use of organizations such as convention and visitors' bureaus and state tourist boards.
- A. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.



3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Hotel Management

1. **General requirements.** This course is recommended for students in Grades 11-12. Recommended prerequisite: Travel and Tourism Management. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
  - C. Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. organize oral and written information;
    2. compose and present individually and in teams a variety of written documents such as agendas, thank you letters, presentations, and advertisements;
    3. calculate correctly using numerical concepts such as percentage and estimation in practical situations; and
    4. examine and apply how scientific principles are used in the hotel industry.
  - B. **The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to:**
    1. develop, deliver, and critique presentations;
    2. analyze various marketing strategies for a lodging property and available services;
    3. demonstrate proper techniques for using telecommunications equipment;
    4. interpret verbal and nonverbal cues to enhance communication with individuals such as coworkers, guests, and clients;
    5. locate written information used to communicate with individuals such as coworkers and guests;
    6. apply and model active listening skills to obtain and clarify information; and



7. follow directions and procedures independently and in teams.
- C. **The student solves problems independently and in teams using critical thinking, innovation, and creativity. The student is expected to:**
1. generate creative ideas to solve problems by brainstorming possible solutions;
  2. employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, employers, guests, and clients; and
  3. interpret and use industry standards for principles of budgeting and forecasting to maximize profit and growth.
- D. **The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:**
1. demonstrate an understanding of self-responsibility and self-management;
  2. identify and demonstrate both positive and negative work behaviors and personal qualities for employability; and
  3. evaluate the effects of health and wellness on employee performance.
- E. **The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:**
1. apply effective practices for managing time and energy;
  2. develop and implement stress-management techniques;
  3. assemble and analyze the various steps in the decision-making process; and
  4. evaluate the importance of balancing a career, family, and leisure activities and develop various techniques to reduce conflict.
- F. **The student understands the importance of employability skills. The student is expected to:**
1. assemble the required training or education requirements that lead to an appropriate industry certification;
  2. comprehend and model skills related to seeking employment;
  3. assemble and/or update an electronic personal career portfolio;
  4. complete a job application in written and electronic format;
  5. examine and model proper interview techniques in applying for employment;
  6. complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements;
  7. research the local labor workforce market to determine opportunities for lodging employment; and
  8. investigate professional lodging organizations and development training opportunities to keep current on relevant trends and information within the lodging industry.
- G. **The student understands roles within teams, work units, departments, organizations, and the larger environment of the lodging industry. The student is expected to:**
1. identify lodging departments and distinguish among the duties and responsibilities within each department;
  2. implement quality-control standards and practices;
  3. compare and contrast duties and responsibilities from each department to the larger lodging environment, including food and beverage services;
  4. identify, compare, and contrast all types of lodging properties;



5. compare and contrast lodging revenue and support centers;
  6. compare and contrast chain and franchise lodging properties;
  7. create, design, and present lodging entrepreneurship opportunities; and
  8. comprehend and model professional attire.
- H. **The student uses information technology tools specific to lodging management to access, manage, integrate, and create information. The student is expected to:**
1. use information technology tools to evaluate lodging work responsibilities;
  2. evaluate technology tools to perform workplace tasks;
  3. understand and evaluate the hotel/guest cycle with applicable technology;
  4. prepare and present complex multimedia publications;
  5. demonstrate knowledge and use of point-of-sale systems;
  6. evaluate Internet resources for industry information; and
  7. evaluate current and emerging technologies to improve guest services.
- I. **The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:**
1. differentiate types of effective leadership and management styles and select which management style is effective for the lodging industry;
  2. apply team-building skills;
  3. apply decision-making and problem-solving skills;
  4. apply leadership and teamwork qualities in creating a pleasant working atmosphere; and
  5. participate in community leadership and teamwork opportunities to enhance professional skills.
- J. **The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:**
1. assess workplace conditions with regard to safety and health;
  2. apply safety and sanitation standards common to the workplace;
  3. analyze potential effects caused by common chemical and hazardous materials;
  4. demonstrate first aid and cardiopulmonary resuscitation skills;
  5. research sources of food-borne illness and determine ways to prevent them; and
  6. evaluate the need for personal hygiene and correlate this to the importance of health, safety, and environmental management systems in the organization.
- K. **The student knows and understands the importance of professional ethics and legal responsibilities within the lodging industry. The student is expected to:**
1. demonstrate professional and ethical standards;
  2. compare and contrast the rights of the innkeeper and the rights of the guest; and
  3. interpret and explain written organizational policies and procedures to help employees perform their jobs.



- L. **The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:**
1. develop job-specific technical vocabulary;
  2. explain procedures to meet guest needs, including guest registration, rate assignment, room assignment, and determination of payment methods;
  3. differentiate the functions of meeting and event planning and how they correlate to the individual lodging property; and
  4. understand the importance of check-out procedures to ensure guest satisfaction and verify settlement of account.
- M. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Practicum in Hospitality Services

1. **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Hospitality and Tourism Career Cluster. Prerequisite: Hotel Management. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
  - C. Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry.**  
**The student is expected to:**
    1. research and produce a variety of relevant employment opportunities;
    2. differentiate the essential workplace skills in the career acquisition process;
    3. practice and complete employment-related documents such as job applications (written and electronic formats) and I-9 and W-4 forms;
    4. model proper interview techniques in various situations;
    5. formulate verbal, nonverbal, and written communication skills;
    6. develop and properly use appropriate electronic communication tools; and
    7. display effective listening skills used in the workplace.



- B. The student develops skills for success in the workplace. The student is expected to:**
1. formulate and model appropriate grooming and appearance for the workplace;
  2. model dependability, punctuality, and initiative;
  3. display positive interpersonal skills such as respect for diversity;
  4. differentiate types of diversity from both the employer and customer perspective;
  5. exhibit appropriate business and personal etiquette in the workplace;
  6. exhibit productive work habits, ethical practices, and a positive attitude;
  7. integrate knowledge of personal and occupational safety practices in the workplace;
  8. collaborate with others to support the organization and complete assigned tasks as a team;
  9. organize work to fulfill responsibilities and meet deadlines; and
  10. compare and contrast the relationship of good physical and mental health strategies for job success and work-life balance.
- C. The student compares and contrasts the importance of work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:**
1. defend personal integrity as it affects human relations on the job;
  2. study and develop characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;
  3. analyze and defend employer expectations;
  4. demonstrate respect for the rights of others;
  5. compare and contrast the hospitality code of ethics and ethical standards; and
  6. support organizational policies and procedures.
- D. The student applies academics with career-readiness skills. The student is expected to:**
1. apply mathematical skills to business transactions;
  2. interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
  3. organize and compose workplace business documents.
- E. The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to:**
1. compare and contrast published workplace policies;
  2. apply responsible and ethical behavior;
  3. evaluate provisions of state and federal labor laws; and
  4. evaluate the employer's and employee's fiduciary responsibilities to customers such as breach of confidentiality, safety, and privacy.
- F. The student models strategies and technique to develop interpersonal skills. The student is expected to:**
1. model effective interpersonal and team-building skills involving situations with diverse individuals; and
  2. model leadership through participation in activities such as career and technical student organizations.
- G. The student evaluates advancement opportunities and career paths in the industry. The student is expected to:**
1. analyze future employment in occupational areas;
  2. develop an entrepreneurial opportunity in the hospitality services area;
  3. compare and contrast salaries, industry demands, and challenges for various jobs in hospitality services; and



4. evaluate the changing global workplace and future trends using governmental and other resources.
- H. **The student identifies skills and attributes necessary for professional advancement. The student is expected to:**
1. evaluate continuing education opportunities that enhance career advancement and promote lifelong learning; and
  2. formulate effective strategies to secure, maintain, and terminate employment.
- I. **The student understands roles within teams, work units, departments, organizations, and the larger environment of the hospitality services industry. The student is expected to:**
1. explain the different types and functions of all departments such as food and beverage to understand their impact on customer service;
  2. illustrate proficiency with duties in each of the departments of a hotel or tourism venue;
  3. compare and contrast lodging properties;
  4. analyze the differences between chain and franchise lodging operations; and
  5. explore the job duties in travel and tourism, recreation, and amusement and attraction venues.
- J. **The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:**
1. examine, understand, and articulate job-specific technical vocabulary;
  2. explain technical procedures needed to meet guest needs such as registration, rate assignment, room assignment, and determination of payment methods;
  3. research and create a meeting/event company;
  4. evaluate current and emerging technologies to improve guest services; and
  5. determine the correct procedures for the traditional hotel guest cycle.
- K. **The student documents in manual and electronic format acquired technical knowledge and skills from coherent plan of study. The student is expected to:**
1. produce a professional portfolio to include information such as:
    - a. a current resume;
    - b. official documentation of attainment of technical skill competencies;
    - c. recognitions, awards, and scholarships;
    - d. community service activities;
    - e. student organization participation;
    - f. practicum supervisor evaluations;
    - g. letters of recommendation;
    - h. cover letters;
    - i. documentation of preparation for state or national industry certification such as food sanitation certification; and
    - j. any other supporting documents;
  2. present the portfolio to interested stakeholders;
  3. evaluate employment options, including salaries and benefits;
  4. determine effective money management and financial planning techniques to manage:
    - a. insurance and benefits;
    - b. taxes;
    - c. retirement;



- d. relocation costs;
- e. a budget;
- f. housing costs; and
- g. transportation costs; and
- h. develop a personal budget based on career choice using effective money management and financial planning techniques.

**L. The student develops technology skills. The student is expected to:**

1. use technology as a tool to research, organize, evaluate, and communicate information.
2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.