

CAREER CLUSTER™: HOSPITALITY AND TOURISM
NM Job Council's 13 Economic Sectors Primary Alignment:
Visitor Driven Industry

Pathways and related Programs of Study in this career cluster address careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

The Pathways for this Career Cluster™ are:

- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

Note: it is expected that a student completing any Program of Studies in this Career Cluster would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.

1.	Describe the key components of marketing and promoting hospitality and tourism products and services.
2.	Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
3.	Demonstrate hospitality and tourism customer service skills that meet customers' needs.
4.	Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
5.	Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
6.	Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways.

THE CERTIFICATIONS LISTED BELOW ARISE FROM INTERVIEWS, WEBINARS, AND FOCUS GROUPS WITH SECONDARY AND POST SECONDARY EDUCATORS AS WELL AS INPUT FROM INDUSTRY PARTNERS AND REPRESENTATIVES. THE NEXT STEP FOR VALIDATION IS LABOR MARKET DATA AND THE ECONOMIC NEEDS OF BOTH THE STATE OF NEW MEXICO AND THE REGIONS.

Industry Certifications

National Restaurant Association Education Foundation:

- Customer Service;
- Food Service Accounting
- Manage First

National Restaurant Association Certifications:

- ServSafe Food Handlers;
- ServSafe Manager;
- ProStart I;
- ProStart II

NOCTI Certification:

- Culinary Arts Level 1 Prep Cook;
- Culinary Arts Level 2 Cook;
- Retail Commercial Baking

Texas Department of Health Certification **1. Food Handlers**

Lodging Management Passport

Lodging Management Program Certification I

Lodging Management Program Certification II

Concierge

Focus Group's Additional Comments and Suggestions:

- Suggestion to consolidate the Lodging and Hotel Management Pathways into one
- Recreation and Amusement have few if any related courses specifically to this pathway

Lodging: Employees working in the Lodging pathway perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.

1.	Use various communication technologies to accomplish work tasks in lodging facilities.
2.	Explain the role and importance of housekeeping operations to lodging facility.
3.	Allocate staff positions to meet the needs of various lodging departments.
4.	Describe the role and responsibilities of lodging managers.
5.	Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.
6.	Analyze the departmental interrelationships of a lodging facility.
7.	Explain various check-in and check-out procedures used in the lodging industry.
8.	Understand reservation procedures used in the lodging industry.
9.	Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.
10.	Explain how cash control procedures are used in the lodging industry
11.	Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.
12.	Explain the basic legal issues in lodging management.

Program of Studies Course Sequence for LODGING

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	540 Introduction to Hospitality and Tourism	0534 Lodging Management I	0535 Lodging Management II	1606 Work Experience
Suggestions for Enrichment to POS				Dual Credit: Introduction to Tourism

Program Learning Outcomes Matrix FOR LODGING

Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.

Courses in the POS		Program Learning Outcomes											
STARS No.	Course Title	1	2	3	4	5	6	7	8	9	10	11	12
534	Lodging Management I	X	X							X		X	X
535	Lodging Management II	X	X	X	X	X		X	X	X	X	X	X
1606	Work Experience												
540	Introduction to Hospitality and Tourism												

STARS No.	Course Descriptions:
534	Lodging Management I - Recommended for Students Grades 10 - 12 - Sequential course designed to introduce students to industry standards such as customer relations, accounting, management techniques, and marketing. Students are also encouraged to explore a wide variety of careers found in the hospitality and lodging/resort industries. School districts involved in this program must complete an RFP process and be a recognized site. Co-sponsored by Educational Institute of the American Hotel and Lodging Association
535	Lodging Management II - Recommended for Students Grades 10 - 12 - Sequential course designed for students pursuing careers in hospitality and lodging/resort industries. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and related work issues, beverage/banquet, limited service, full service, resort, golf course, and teamwork. Students who complete the program, a 400 hour internship, and pass the national exam leave high school with a national certification. Co-sponsored by the Educational Institute of the American Hotel and Lodging Association.
1606	Lodging Management Internship - Recommended for Students Grades 10 - 12 - Sequential course designed to provide the work experience component of the Lodging Management Program (LMP) program of study. Student will work in an industry- based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification.
540	Introduction to Hospitality and Tourism - Recommended for Students Grades 9 - 12 - Course introduces students to careers in the hospitality industry, professionalism, and how to build a career in the industry. Other topics such as guest service, reservations, economic development, safety and security, maintenance can be covered.

Recreation, Amusements and Attractions: Employees looking for exciting and diverse work situations are best suited for the Recreation, Amusements and Attractions pathway. The work is often demanding but never boring. Good customer service skills are essential for success. Employees must also understand what makes each operation unique. Technical skills are location- specific, and training is handled on the job.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.

1.	Describe career opportunities in the Recreation, Amusements and Attractions Career Pathway.
2.	Explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues.
3.	Determine the maintenance and technology needs for various recreation, amusement and attraction venues.
4.	Describe safety and security issues unique to the Recreation, Amusements and Attractions Career Pathway.
5.	Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.
6.	Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.
7.	Compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues.
8.	Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
9.	Develop marketing strategies for recreation, amusement and attraction venues.
10.	Analyze the merchandising, program and product potential for different recreation, amusement and attraction venues.
11.	Compare and contract various types of recreation, amusement and attraction venues.

Program of Study Course Sequence for RECREATION, AMUSEMENTS AND ATTRACTIONS

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	540 Introduction to Hospitality and Tourism	1814 Retail Marketing	0261 Hospitality & Tourism	Has to be developed by a post secondary institution
Suggestions for Enrichment to POS				Dual Credit: Intro to Tourism

Program Learning Outcomes Matrix FOR RECREATION, AMUSEMENTS AND ATTRACTIONS
Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.

Courses in the POS		Program Learning Outcomes										
STARS No.	Course Title	1	2	3	4	5	6	7	8	9	10	11
540	Introduction to Hospitality and Tourism											
1814	Retail Marketing											
261	Hospitality & Tourism											
549	Lodging Management Internship											

STARS No.	Course Descriptions:
549	Lodging Management Internship - Recommended for Students Grades 10 - 12 - Sequential course designed to provide the work experience component of the Lodging Management Program (LMP) program of study. Student will work in an industry- based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification.
540	Introduction to Hospitality and Tourism - Recommended for Students Grades 9 - 12 - Course introduces students to careers in the hospitality industry, professionalism, and how to build a career in the industry. Other topics such as guest service, reservations, economic development, safety and security, maintenance can be covered.
261	Hospitality & Tourism - Recommended for Students Grades 10 - 12 - Course provides basic knowledge plus as well as job shadowing experiences for the student who is interested in a career in lodging, hospitality, travel and tourism. Areas of study may cover culinary arts, lodging occupations, travel services, customer service and management of recreation, sales, marketing, leisure programs or events. In some school districts, membership in the student vocational organization may be required to involve students in leadership, community service and competitive events. Course may also be a part of a team-teaching approach to a career pathway (several aligned sequential courses)
1814	Retail Marketing - Recommended for Students Grades 11 - 12 - Course covers marketing principles and concepts related to the provision of goods or services directly to the consumer, emphasizing store operation, advertisement and display of goods, store security, human relations, and business management and ownership.

Restaurants and Food/Beverage Services: Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.

1.	Describe ethical and legal responsibilities in food and beverage service facilities.
2.	Demonstrate safety and sanitation procedures in food and beverage service facilities.
3.	Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
4.	Demonstrate leadership qualities and collaboration with others.
5.	Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
6.	Explain the benefits of the use of computerized systems to manage food service operations and guest service.
7.	Utilize technical resources for food services and beverage operations to update or enhance present practice.
8.	Implement standard operating procedures related to food and beverage production and guest service.
9.	Describe career opportunities and qualifications in the restaurant and food service industry.
10.	Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Program of Study Course Sequence for RESTAURANTS AND FOOD/BEVERAGE SERVICES

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	504 Nutrition	0508 Culinary Arts	0512 Advanced Foods	0530 Entrepreneurship
Suggestions for Enrichment to POS			Dual Credit: Safety & Sanitation	Dual Credit: Food Production
CCRB Approved Career Technical Education (CTE) program of study	504 Nutrition	532 ProStart I	533 ProStart II	0539 ProStart Internship

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Program Learning Outcomes Matrix FOR RESTAURANTS AND FOOD/BEVERAGE SERVICES											
<i>Note: each dot represents the understanding that the student taking that course would have the best opportunity to know and be able to do the CCTC knowledge and skill standards listed above.</i>											
Courses in the POS		Program Learning Outcomes									
STARS No.	Course Title	1	2	3	4	5	6	7	8	9	10
508	Culinary Arts	X	X	X					X	X	X
512	Advanced Foods	X	X	X	X	X			X	X	X
530	Entrepreneurship	X	X	X	X	X	X	X	X	X	X
504	Nutrition										

STARS No.	Course Descriptions:
504	Nutrition - Recommended for Students Grades 9 - 12 - Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry.
508	Culinary Arts - Recommended for Students Grades 9 - 12 - Course is designed for students interested in the food service industry. They provide instruction regarding nutrition, principles of healthy eating, and the preparation and service of food. The course may focus on a specific type of cuisine, domestic or international. Among the topics covered in Food Service courses is large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry.
512	Advanced Foods - Recommended for Students Grades 9 - 12 - Students will apply menu selection, culinary nutrition, and menu designs to creating weekly menus for catering or other entrepreneurship projects. Students may apply for the jobs of manager, assistant manager, food and beverage director, director of sales, and business manger within developed/ designed businesses. Independent work in the labs and research will also be required. FCCLA, a student leadership program is an integral part of the class.
530	Entrepreneurship - Recommended for Students Grades 9 - 12 - Course acquaints students with the knowledge and skills necessary to own and operate their own businesses. Topics from several areas can form the content, and business management principles, economics, computer applications; mathematics and communication skills may be part of the overall content. The topic is usually at the discretion of the students and teacher based on their perception of what would be successful.

Travel and Tourism: Employees in the Travel and Tourism pathway focus on the development, research, packaging promotion and delivery of a traveler's experiences. There is a broad range of jobs in this pathway. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans or overseeing a huge urban convention center.

Program Learning Outcomes from the NASDCTE Common Career Technical Core:

Note: it is expected that a student completing the Program of Studies listed below would transition to post secondary college and career being able to know and do each of these Standards, unless otherwise noted.

1.	Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
2.	Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
3.	Analyze cultural diversity factors to enhance travel planning.
4.	Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.
5.	Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.
6.	Use common travel and tourism terminology used to communicate within the industry.
7.	Customize travel with diverse transportation, lodging, cruise and food options.
8.	Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
9.	Identify the community elements necessary to maintain cooperative tourism development efforts.
10.	Develop a travel product that matches customer needs, wants and expectation.
11.	Design promotional packages to effectively market travel and tourism.
12.	Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

PROGRAM OF STUDY COURSE SEQUENCE FOR TRAVEL AND TOURISM

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career and Technical Courses and/or Degree Major Courses as Dual Credit	540 Introduction to Hospitality and Tourism	1814 Retail Marketing	0261 Hospitality & Tourism	<i>Has to be developed by a post secondary institution</i>
Suggestions for Enrichment to POS				Dual Credit: Intro to Tourism

PROGRAM LEARNING OUTCOMES MATRIX FOR TRAVEL AND TOURISM

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1814	Retail Marketing - Recommended for Students Grades 11 - 12 - Course covers marketing principles and concepts related to the provision of goods or services directly to the consumer, emphasizing store operation, advertisement and display of goods, store security, human relations, and business management and ownership.