This lesson will provide you with a brief overview of this course.
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation http://cte.unt.edu/home/about.html
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Career and Technical Education

Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Architecture and Construction (Interior Design courses) and Arts, AV Technology and Communication (Fashion Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

• You are currently enrolled in the course Practicum in Hospitality Services
• Practicum in Hospitality Services is a CTE course
• You are a CTE student
• I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Practicum in Hospitality Services falls under? Have students read the descriptors for each cluster?
The course **Practicum in Hospitality Services** is in the Hospitality and Tourism Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Practicum in Hospitality Services is in the Hospitality and Tourism Cluster.
The Texas Education Agency has approved 9 high school courses in Hospitality and Tourism. Not all high schools offer all courses.

What is a sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Hospitality and Tourism on your campus/district.

If applicable, discuss other courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to be a high school coach. In addition to her education and training courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (Human Services cluster) so that she can learn about handling finances.

In the future, Juan would like to become an elementary school principal. In addition to his education and training courses, Juan asked his counselor to enroll him in CHILD DEVELOPMENT, (Human Services cluster) so he can learn as much as he can about children.
Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at: 
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Practicum in Hospitality Services is in the Hospitality and Tourism career cluster. There are four Programs of Study in Hospitality and Tourism:

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

What Program of Study interests you?
Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, recreation events and travel related services.

<table>
<thead>
<tr>
<th>Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurants and Food/Beverage Services</td>
</tr>
<tr>
<td>Lodging</td>
</tr>
<tr>
<td>Travel &amp; Tourism</td>
</tr>
<tr>
<td>Recreation, Amusements &amp; Attractions</td>
</tr>
</tbody>
</table>

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit [www.careerclusters.org](http://www.careerclusters.org).
Review the contents of this chart with students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:
http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Hospitality and Tourism component.
Possible Program of Study
Travel and Tourism Directors
Travel & Tourism
Cluster Overview: Encompasses the management, marketing, and operations of restaurants and other foodservices, lodging, attractions, recreation events, and travel-related services.

Career Goals (O*NET Code):
- Travel Agent (41-3041)
- Private Sector Executive (11-1011)
- Program Director (27-2012)
- Sales Manager (11-2022)
- Tour/Travel Guide (39-6021/22)
- Ticket Agent & Travel Clerk (43-4181)

Student Name: ____________________________________________
Grade: _______________________________________
School: __________________________________________________

SUGGESTED COURSEWORK
EXTENDED LEARNING EXPERIENCES

Middle School
HS Courses: (Local districts may list high school credit courses here)
Curricular Experiences: 
Extracurricular Experiences: 
- Language Immersion Programs
- School Newspaper
- Student Government
- UIL Academic Competitions
- Yearbook
- Business Professionals of America
- DECA

High School
9th Core Courses:
- English I
- Algebra I
- Biology
- World Geography
- Languages other than English I
- Physical Education
- Family, Career, and Community Leaders of America
- Future Business Leaders of America
Career-Related Electives:
- Principles of Hospitality and Tourism

10th Core Courses:
- English II
- Geometry
- Chemistry
- World History
- Languages other than English II
- Career Preparation
- Internship
- Job Shadowing
- Service Learning Experiences:
- Boy Scouts of America
- Campus Service Organizations
- Community Service Volunteer
- Dynamic Leadership
- Girl Scouts of the USA
- Peer Mentoring / Peer Tutoring
Career-Related Electives:
- Interpersonal Studies or Travel and Tourism Management

11th Core Courses:
- English III
- Mathematical Models with Applications
- Physics
- United States History
- Professional Communications
- Career-Related Electives:
- Hospitality Services or Human Resource Management or Languages other than English III or Business Management
- COLLEGE CREDIT OPPORTUNITIES

12th Core Courses:
- English IV
- Algebra II
- Environmental Systems
- Government/Economics
- Fine Arts
- Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.
Career-Related Electives:
- Practicum in Hospitality and Tourism or Problems and Solutions or Languages other than English IV
Sample Bachelor Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
- Tourism Management
Sample Graduate Degrees

- Hospitality Administration
- Hospitality Management
- Hotel and Restaurant Management
- Restaurant, Hotel, and Institutional Management
- Tourism Management
Sample Career Options

- Bell Attendant
- Concierge
- Front Desk Clerk
- Manager Trainee
- Rooms Division Specialist
- Assistant Executive Housekeeper
- Front Office Assistant Manager
- Hotel Assistant Manager
- Convention Services Manager
- Executive Housekeeper
- Front Office Manager
- Lodging Manager
- Corporate Service Trainer
- Executive Director
- Training and Development Specialist
- Recreations Manager
- Vice President of Operations
(3) The student identifies the importance of a well-written business plan. The student is expected to:
(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting.
Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(2) The student develops skills for success in the workplace. The student is expected to:
(A) comprehend and model appropriate grooming and appearance for the workplace;
(B) demonstrate dependability, punctuality, and initiative;
(C) develop positive interpersonal skills, including respect for diversity;
(D) demonstrate appropriate business and personal etiquette in the workplace;
(E) exhibit productive work habits, ethical practices, and a positive attitude;
(F) demonstrate knowledge of personal and occupational safety practices in the workplace;
(G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
(H) prioritize work to fulfill responsibilities and meet deadlines; and
(I) evaluate the relationship of good physical and mental health to job success and personal achievement.

Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:
   (A) research and compare published workplace policies;
   (B) apply responsible and ethical behavior;
   (C) summarize provisions of the Fair Labor Standards Act;
   (D) describe the consequences of breach of confidentiality; and
   (E) research laws related to different hospitality services professions.

Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:
   (A) identify and apply safe working practices;
   (B) solve problems related to unsafe work practices and attitudes;
   (C) explain Occupational Safety and Health Administration regulations in the workplace; and
   (D) analyze health and wellness practices that influence job performance.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:

(A) analyze the future employment outlook in the occupational area;
(B) describe entrepreneurial opportunities in the hospitality services area;
(C) compare rewards and demands for various levels of employment in the area of hospitality services;
(D) evaluate strategies for career retention and advancement in response to the changing global workplace;
(E) summarize the rights and responsibilities of employers and employees; and
(F) determine effective money management and financial planning techniques.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:

(A) evaluate employment options, including salaries and benefits;
(B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
(D) demonstrate effective methods to secure, maintain, and terminate employment.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(10) The student understands roles within teams, work units, departments, organizations, and the larger environment of the hospitality services industry. The student is expected to:

(A) explain the different types and functions of departments;
(B) perform duties in each of the departments of a hotel or tourism venue;
(C) compare and contrast full service hotels and limited service properties;
(D) analyze the differences between chain and franchise hotels; and
(E) explore the job duties in travel and tourism, recreation, and amusement and attraction venues.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(11) The student understands the knowledge and skills required for careers in the hotel management industry. The student is expected to:
(A) develop job-specific technical vocabulary;
(B) explain technical procedures needed to meet guest needs such as registration, rate assignment, room assignment, and determination of payment methods;
(C) apply the fundamentals of planning meetings and events;
(D) evaluate current and emerging technologies to improve guest services; and
(E) determine the correct procedures for check-out, bill payment, and settlement of accounts to ensure guest satisfaction.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Hospitality Services

(12) The student documents technical knowledge and skills. The student is expected to:
(A) complete a professional portfolio to include:
   (i) an updated résumé;
   (ii) official documentation of attainment of technical skill competencies, licensures, or certifications;
   (iii) recognitions, awards, and scholarships;
   (iv) community service hours;
   (v) student organization participation; and
   (vi) practicum supervisor evaluations; and
(B) present the professional career portfolio to interested stakeholders

Provide students with activities that correspond to the TEKS.
End of Course Project Options – Practicum in Hospitality Services instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Culinary Arts course topics.
Are there any questions?
Presentation Notes
Introductory Lesson: Practicum in Hospitality Services

Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task.
Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and grammar
Resources and References

Websites:

- AchieveTexas
  A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics and relevant career education.
  http://www.achievetexas.org

- Learning that Works for America CTE™
  Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org

- Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html