



Delaware Department of Education
 CTE & STEM Office
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 Dover, DE 19901
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 Submit via email to: CTE.STEM@doe.k12.de.us

DELAWARE CTE PROGRAM OF STUDY APPLICATION

LOCAL EDUCATION AGENCY INFORMATION		
Local Education Agency (LEA):		
School(s) where the Program of Study will be Located:		Program of Study Start Date:
LEA CTE Coordinator Name:	Phone:	E-Mail Address:
Career Cluster Title: Hospitality & Tourism	Career Pathway Title: Travel & Tourism	Program of Study Title: Hospitality & Tourism Management – 3 credit
CTE Program of Study Course Titles & Sequence:		
1. Introduction to Hospitality & Tourism Management (IHTM) 2. Lodging Management (LM) 3. Food & Beverage Management (FBM)		
CTE Program of Study Request:		
<input checked="" type="checkbox"/> State-model CTE Program of Study <input type="checkbox"/> Local CTE Program of Study		
ASSURANCES & SIGNATURES		
CTE Program of Study approval and funding is contingent upon the following assurances:		
1. The LEA will comply with Delaware Administrative Code, 14 Del.C. §525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement.		
LEA CTE Coordinator Signature:		Date:
LEA Chief School Officer Signature:		Date:

PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION

Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable.*

Name: _____ Title: _____

Affiliation: _____

Address: _____

Phone: _____ E-Mail: _____

Area of Expertise: _____

- Representing:
- Business/Industry
 - Secondary Education
 - Post-Secondary Education
 - Community/Other

Name: _____ Title: _____

Affiliation: _____

Address: _____

Phone: _____ E-Mail: _____

Area of Expertise: _____

- Representing:
- Business/Industry
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 - Post-Secondary Education
 - Community/Other

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Affiliation: _____

Address:	
Phone:	E-Mail:
Area of Expertise:	
Representing:	
<input type="checkbox"/>	Business/Industry
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<input type="checkbox"/>	Post-Secondary Education
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Area of Expertise:	
Representing:	
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<input type="checkbox"/>	Secondary Education
<input type="checkbox"/>	Post-Secondary Education
<input type="checkbox"/>	Community/Other
Name:	Title:
Affiliation:	
Address:	
Phone:	E-Mail:
Area of Expertise:	

Representing:

- Business/Industry
- Secondary Education
- Post-Secondary Education
- Community/Other

LABOR MARKET DEMAND

Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [Labor Market Information \(LMI\) Review](#) document.

Access the [Labor Market Information \(LMI\) Review](#) document.

- The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.
- No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway.

ACADEMIC AND TECHNICAL SKILL STANDARDS

List the academic, technical, and workplace skills and knowledge used to develop the program of study.

Title and source of academic standards:

[Common Core State Standards \(CCSS\)](#)

The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above.

Within the Hospitality & Tourism Management curriculum students apply the CCSS English language arts/literacy standards, specifically the College and Career Readiness Anchor Standards for Reading, Writing, and Speaking & Listening as well as the Literacy Standards for Science and Technical Subjects to engage in course work and work as a team. Additionally, the program has students apply the CCSS Mathematics standards, specifically the Standards for Mathematical Practice as well as standards at the high school level to solve technical problems and operations.

[Next Generation Science Standards \(NGSS\)](#)

The Next Generation Science Standards (NGSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K–12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. For more information on the NGSS, please visit the link above.

Within the Hospitality & Tourism Management curriculum students will apply the NGSS standards at the high school level, particularly the Physical Sciences. Specific reactions are intentionally caused to produce the desired results in food chemistry. Biology is introduced through food safety and sanitation.

Title and source of technical skill standards:

[American Hotel & Lodging Association](#)

The American Hotel & Lodging Association (AHLA) represents the lodging industry and oversees the American Hotel & Lodging Educational Institute (AHLEI). The AHLEI provides hospitality education, training and industry-recognized professional certifications.

[National Family and Consumer Sciences Standards](#)

The Family and Consumer Sciences Education National Standards form a comprehensive structure designed to accommodate competency based, conceptual, and process perspectives. Standard 8.0, Food Production and Services, is embedded within the Culinary Management and Hospitality program of study. This standard outlines the knowledge, skills, and practices required for careers in food production and services.

Title and source of workplace or other skill standards, as applicable:

[Common Career Technical Core \(CCTC\)](#)

The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists. The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways

that help to define what students should know and be able to do after completing instruction in a program of study. For more information on the CCTC, please visit the link above.

[Career Ready Practices \(CRP\)](#)

The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. For more information on the CRP, please visit the link above.

Within the Hospitality & Tourism Management program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career.

EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES

Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s).*

Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):

The American Hotel and Lodging Association Educational Institutes Certified Guest Services Professional is an industry-recognized certificate that signifies a strong foundation in the basic management skills considered critical to success by industry leaders. To earn this certification a student must pass both the level 1 and level 2 exams and complete 100 hours of mentored work experience. It is the expectation that the 100 hours of mentored work experience be completed in conjunction with the program of study. Mentors help students make the connection between their program of study and their future career.

List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):

[Certified Guest Service Professional](#)

The Certified Guest Service Professional (CGSP) signifies a strong foundation in the basic management and hospitality skills considered critical to success by hospitality industry leaders. The CGSP is awarded by the American Hotel and Lodging Association Educational Institute.

[Certified Front Desk Representative](#)

The Certified Front Desk Representative (CFDR) certification recognizes the skills and knowledge needed to succeed as a professional in a front-line position at a lodging property. The CFDR is awarded by the American Hotel and Lodging Association Educational Institute.

Certified Guestroom Attendant

The Certified Guestroom Attendant (CGA) certification bring professional influence to those who maintain high standards of cleanliness in guestrooms and provide guests with outstanding service. The CGA is awarded by the American Hotel and Lodging Association Educational Institute.

Certified Hospitality and Tourism Management Professional

The Certified Hospitality and Tourism Management Professional (CHTMP) is awarded by the American Hotel and Lodging Association Educational Institute to students who pass both the Hospitality and Tourism Management Program (HTMP) level 1 and level 2 exams with at least a 70% and complete 100 hours of mentored on-site work experience.

ServSafe Manager Certification

The ServSafe Manager certification blends the latest FDA Food Code, food safety research, and years of food sanitation training experience. Managers learn to implement essential food safety practices and create a culture of food safety. All content materials are based on job tasks identified by foodservice industry experts.

American Heart Association CPR/First Aid Certification

The American Heart Association's CPR/First Aid program certifies students for adult, child, and infant CPR, the use of an AED on adults, and treatment of a foreign body airway obstruction for adult and infant victims.

Describe early college credit options (i.e. advanced placement, dual enrollment, transcribed and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:

Students who successfully complete all three courses in the pathway and have demonstrated college readiness in math and ELA will received articulated credit at Delaware Technical and Community College for the following course:

- HRI101 - Introduction to Hospitality (3 credits)

Additional negotiations are underway with Delaware State University, the University of Delaware, and Widener University.

List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcribed and/or articulated credit, dual enrollment, credit by exam):

- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exams (specify): [Certified Hospitality and Tourism Management Professional](#)
- Advanced standing (specify):

Delaware Technical Community College:
HRI101 – Introduction to Hospitality (3 credits)

POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS

Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s).

CTE Program of Study Overview:

The Hospitality & Tourism Management program of study is a three (3) course Career and Technical Education (CTE) program designed to prepare students for employment in the hospitality industry. Students explore management and technical skills needed for success and practice industry-specific skills that can be used in all aspects of the hospitality and tourism industry. Students also acquire employability skills such as leadership, guest services, accountability, teamwork, and responsibility. The program prepares students for careers such as front office supervisor, front desk associate, director of tourism, and general manager.

- **Introduction to Hospitality & Tourism Management (IHTM)** provides an overview of the hospitality and tourism industries. Students learn the importance of the hospitality and tourism industry on the economy and are introduced to the guest cycle and how to ensure guest satisfaction. This course focuses on the scope and complexity of the hospitality industry and the importance of problem-solving, decision-making, planning, delegation, communication, and time management skills.
- **Lodging Management (LM)** enables students to examine operating procedures and systems for managing various types of lodging facilities, including hotels, resorts, and inns. Students practice customer relations, cost controls, marketing, purchasing, inventory, and communication skills through classroom-managed simulated operations. Professional skills needed to effectively manage an organization and engage in customer service are integrated throughout this course.
- **Food & Beverage Management (FBM)** prepares students to apply the principles of cost controls to food and beverage in the hospitality setting. Students learn to design accurate menus and demonstrate critical thinking and problem solving skills while continuing to perfect their management skills and improve efficiency and profitability. Global cultures and sustainability, as well as diverse management styles, in the hospitality industry are applied. Students have the opportunity to practice and refine employability skills such as leadership, accountability, teamwork, and responsibility.

End-of-Program Assessment(s):

- Certification/credentialing exam (specify): [American Lodging Association Educational Institute: Certified Hospitality and Tourism Management Professional](#)
- Licensing exam (specify):

Nationally recognized exam (specify):

Other (specify):

Course title:

Introduction to Hospitality & Tourism Management (IHTM)

Course description (include prerequisites):

Introduction to Hospitality & Tourism Management (IHTM) provides an overview of the hospitality and tourism industries. Students learn the importance of the hospitality and tourism industry on the economy and are introduced to the guest cycle and how to ensure guest satisfaction. This course focuses on the scope and complexity of the hospitality industry and the importance of problem-solving, decision-making, planning, delegation, communication, and time management skills.

Course knowledge and skills (what students will know and be able to do):

By the end of this course, students will:

1. Summarize the significant changes hospitality and tourism have experienced in history, particularly since the end of World War II, and identify the impact on the industry.
2. Justify the importance of the hospitality and tourism industries to the U.S. economy.
3. Explore the current trends in society and how they affect hospitality, tourism, and travel.
4. Explain how the hospitality and tourism industries depend on one another for success.
5. Describe the importance of quality guest service and its impact on financial success.
6. Evaluate current and emerging technological services that can be utilize to improve guest services.
7. Analyze the role of the hospitality professional to determine the skills and aptitudes needed for success in the industry.
8. Create an effective communication system to improve productivity and guest satisfaction.
9. Explain the effect of verbal and nonverbal communication on guests and co-workers.
10. Apply the major concepts, skills and clues of the sports, entertainment, and event management industry to determine its importance and influence as an arm of the hospitality industry.
11. Demonstrate the importance of office etiquette and the positive and negative effects on the hospitality and tourism industry.

12. Demonstrate marketing techniques commonly used in the hospitality and tourism industry to sell a product, service, or event in order to choose the most effective marketing techniques.
13. Classify promoters of tourism to understand how they impact business.
14. Chart the various career paths available in the hospitality and tourism industry to determine personal interests and goals.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify): [American Hotel and Lodging Association Educational Institute: Level 1 Exam](#)
- Other (specify):

Course title:

Lodging Management

Course description (include prerequisites):

Lodging Management (LM) enables students to examine operating procedures and systems for managing various types of lodging facilities, including hotels, resorts, and inns. Students practice customer relations, cost controls, marketing, purchasing, inventory, and communication skills through classroom-managed simulated operations. Professional skills needed to effectively manage an organization and engage in customer service are integrated throughout this course.

Prerequisite: Introduction to Hospitality & Tourism Management

Course knowledge and skills (what students will know and be able to do):

By the end of this course, students will:

1. Compare and contrast management of different organizational structures including independently owned, chain-affiliated, and corporations in the lodging industry.
2. Distinguish between the stages of the guest experience cycle and identify the activities associated with each stage to ensure a positive experience for guests.
3. Evaluate a seamless guest experience by employees and the property to evaluate success in customer satisfaction.
4. Demonstrate the tasks performed during pre-arrival, arrival, occupancy, and departure stages of the guest cycle to improve guest satisfaction.

5. Identify the financial processes and when each should occur during the financial reporting cycle in order to improve efficiency.
6. Evaluate various check-in and check-out procedures used in the lodging industry and determine the viability of each.
7. Summarize the scope of responsibilities handled by the front office, housekeeping department, and facilities management to ensure smooth operation.
8. Evaluate the key differences between a revenue center and a cost center along with the areas belonging to each.
9. Summarize the functional departments within a full service hotel and describe how they contribute to the overall success of the property.
10. Discuss distribution channels for travel and tourism and the impact on the industry.
11. Analyze marketing techniques commonly used in the hospitality and tourism industry to sell products, services, and events.
12. Distinguish between existing hotel structures and identify the target guest markets attracted to each.
13. Explain the role of security in protecting people and property during criminal, severe weather, and emergency situations.
14. Defend the need for protecting the guest's right to privacy in order to maintain customer satisfaction and avoid legal implications.
15. Design an effective communication system and identify the various forms of communication that could be used to improve guest satisfaction.
16. Identify the Americans with Disabilities Act (ADA) requirements that typically affect all areas of operation for front desk, housekeeping, and facility management and how this impacts operations.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify):
- Licensing exam (specify):
- Nationally recognized exam (specify): [American Hotel and Lodging Association Educational Institute: Level 2 Exam](#)
- Other (specify):

<p>Course title:</p> <p>Travel & Tourism Business Management</p>
<p>Course description (include prerequisites):</p> <p>Food & Beverage Management (FBM) prepares students to apply the principles of cost controls to food and beverage in the hospitality setting. Students learn to design accurate menus and demonstrate critical thinking and problem solving skills while continuing to perfect their management skills and improve efficiency and profitability. Global cultures and sustainability, as well as diverse management styles, in the hospitality industry are applied. Students have the opportunity to practice and refine employability skills such as leadership, accountability, teamwork, and responsibility.</p> <p>Prerequisite: Lodging Management</p>
<p>Course knowledge and skills (what students will know and be able to do):</p> <p>By the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Evaluate personal management style to understand how that will affect success in the industry. 2. Analyze the challenges and opportunities in welcoming diverse cultures to your property to increase profits. 3. Outline proper workplace etiquette for dress, listening, speaking, and writing in order to improve profits. 4. Manage costs, pricing, market demands and marketing strategies to increase profitability in food and beverage service facilities. 5. Explain the steps involved in menu planning and menu design to evaluate for periodic revision. 6. Describe procedures and issues involved with purchasing, receiving, storing, issuing, and controlling food and beverage operation supplies and equipment in order to improve efficiency and reduce costs. 7. Interpret calculations of food, labor, and pricing to ensure profitability. 8. Justify the need for implementing and consistently using financial controls for labor costs, food costs, menu pricing, and cash control in a food and beverage operation to maintain financial strength. 9. Design a safety and sanitation plan for food service operations and understand the need for a written sanitation risk management program, such as Hazard Analysis and Critical Control Points (HACCP), to maintain guest safety.

10. Evaluate sustainable practices to determine the impact on profitability and customer demands (i.e. locally grown products, organics, recycled or recyclable products).
11. Identify the employment laws that impact the hospitality and tourism industry and the role of human resources managers in applying these laws.
12. Evaluate potential, real, and perceived hazards and emergency situations to determine appropriate safety and security measures.
13. Summarize why workplace safety is a significant responsibility of the hospitality and tourism manager.
14. Justify corporate social responsibility and ethical decision-making to instill trust and confidence in the industry.

End-of-Course Assessment(s):

- Teacher designed assessment
- LEA designed assessment
- Certification/credentialing exam (specify): [ServSafe Manager Certification](#), [American Hotel and Lodging Association Educational Institute: Certified Front Desk Representative](#), [Certified Guestroom Attendance](#)
- Licensing exam (specify):
- Nationally recognized exam (specify):
- Other:

PROGRAM OF STUDY CURRICULUM

Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee).

POS technical and academic curriculum will be:

- Adopted (specify source): [Adopted State-model CTE POS](#)
- Adapted (specify source):
- Developed locally (describe):
- Other (specify):

TEACHER CERTIFICATION

Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers.

POS teacher requirements include:

- Teacher certification(s) (list): [Skilled and Technical Sciences in Hospitality Management: Lodging, Travel & Tourism Services](#)
- Candidate experience (describe): [Candidate must have experience in the hospitality industry as a manager or supervisor and have demonstrated ability to multi-task in a fast-paced environment. Good communication and time management skills are essential along with the](#)

ability to apply food safety regulations. A strong customer service focus is critical. For more information, please see the Bureau of Labor Statistics: Lodging Managers.

- Pre-requisite professional licensure or certification requirement(s) (list):
- Requisite professional licensure or certification requirement(s) (list): [ServSafe Food Safety Manager Certification](#) and [Certified Hospitality Instructor](#)
- Professional licensure or certification credit equivalency (list): Certified Hospitality Instructor Certification = three (3) career-related credits.
- Other (describe):

VALUE-ADDED OPPORTUNITIES

List extended early career and college credit opportunities available during the student's senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other.

Opportunities for extended and accelerated learning include:

- Cooperative education (describe):
- Structured internship (describe):
- Dual enrollment (list):
- Advanced Placement (list):
- Transition services (describe):
- Other (describe):

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box.

- DECA
- FCCLA

PROGRAM OF STUDY MATRIX

Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix.*

Access the [Program of Study Matrix Attached](#)

DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL

The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process.

Date Delaware CTE Program of Study Application Received:

Local Education Agency (LEA): School(s):	Program of Study Start Date:
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LEA CTE Coordinator Name:	Phone:	E-Mail Address:
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Career Cluster & Code: Hospitality & Tourism / 9	Career Pathway & Code: Travel & Tourism / 9.03	Program of Study Title & Code: Hospitality and Tourism Management / 9.03602
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CTE Program of Study Course Titles, Course Codes, and Funding Levels:

1. Introduction to Hospitality & Tourism Management/ 9.03602011 / 1
2. Lodging Management/ 9.03602022 / 2
3. Food and Beverage Management/ 9.03602033 / 2

CTE Concentrator/Completer Course Titles:

Concentrator Course: Lodging Management / 9.03602022

Completer Course: Food and Beverage Management / 9.03602033

CTE Program of Study Request:

State-model CTE Program of Study

Local CTE Program of Study

CTE Program of Study Attachments:

Labor Market Information (LMI) Review;

Articulation/Dual Enrollment Agreement(s); and

Program of Study Matrix.

DDOE CTE & STEM Director Signature:	Date:
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DDOE Chief Academic Officer Signature:	Date:
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