

Scope & Sequence

<p>Course Name: Practicum in Hospitality Services TSDS PEIMS Code: 13022900</p>	<p>Course Credit: 2.0 Course Requirements: Grade Placement: 11 – 12 Prerequisites: None. Recommended Prerequisites: Hospitality Services.</p>
<p>Course Description: 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.</p>	
<p>NOTE 1: 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 & Tourism Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.</p> <p>NOTE 2: Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).</p> <p>NOTE 3: The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster.</p>	
<p>Practicum Plan</p>	<p>TEKS Covered 130.261. (c) Knowledge and skills.</p>

Section 1: Pre-Practicum

Prior to beginning practicums, students will review and discuss professional standards and employers' expectations, personal and workplace safety and emergency procedures, teamwork and conflict-management skills, effective problem-solving strategies, positive interpersonal skills, etiquette, teamwork and conflict-management, ethical conduct, and effective communication skills. Students will also discuss appropriate technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.

Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including time management, attendance, on-time arrival, and ethical practices, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss appropriate grooming and appearance and professional communications strategies and practices, such as applying active

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (C) practice and complete employment-related documents such as job applications (written and electronic formats) and I-9 and W-4 forms;
 - (E) formulate verbal, nonverbal, and written communication skills;
 - (F) develop and properly use appropriate electronic communication tools; and
 - (G) display effective listening skills used in the workplace.

- (2) The student develops skills for success in the workplace. The student is expected to:
 - (A) formulate and model appropriate grooming and appearance for the workplace;
 - (B) model dependability, punctuality, and initiative;
 - (C) display positive interpersonal skills such as respect for diversity;
 - (D) differentiate types of diversity from both the employer and customer perspective;
 - (E) exhibit appropriate business and personal etiquette in the workplace;
 - (F) exhibit productive work habits, ethical practices, and a positive attitude;
 - (G) integrate knowledge of personal and occupational safety practices in the workplace;

listening skills to obtain and clarify information, and demonstrating self-respect as well as respect for diversity and for the rights of others.

Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences.

- (H) collaborate with others to support the organization and complete assigned tasks as a team; and
 - (I) organize work to fulfill responsibilities and meet deadlines.
- (3) 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:
- (A) defend personal integrity as it affects human relations on the job;
 - (B) study and develop characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;
 - (C) analyze and defend employer expectations;
 - (D) demonstrate respect for the rights of others; and
 - (F) support organizational policies and procedures.
- (4) The student applies academics with career-readiness skills. The student is expected to:
- (A) apply mathematical skills to business transactions;
 - (B) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
 - (C) organize and compose workplace business documents.
- (5) The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to:

	<ul style="list-style-type: none"> (B) apply responsible and ethical behavior; (C) evaluate provisions of state and federal labor laws; and (D) evaluate the employer's and employee's fiduciary responsibilities to customers such as breach of confidentiality, safety, and privacy. <p>(6) The student models strategies and technique to develop interpersonal skills. The student is expected to:</p> <ul style="list-style-type: none"> (A) model effective interpersonal and team-building skills involving situations with diverse individuals; and (B) model leadership through participation in activities such as career and technical student organizations. <p>(10) The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) examine, understand, and articulate job-specific technical vocabulary.
<p>Section 2: TEKS Checklist Components: Practicum in Hospitality Services</p> <p>Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed.</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (E) formulate verbal, nonverbal, and written communication skills; (F) develop and properly use appropriate electronic communication tools; and (G) display effective listening skills used in the workplace.



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| | <p>(2) The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none">(A) formulate and model appropriate grooming and appearance for the workplace;(B) model dependability, punctuality, and initiative;(C) display positive interpersonal skills such as respect for diversity;(D) differentiate types of diversity from both the employer and customer perspective;(E) exhibit appropriate business and personal etiquette in the workplace;(F) exhibit productive work habits, ethical practices, and a positive attitude;(G) integrate knowledge of personal and occupational safety practices in the workplace;(H) collaborate with others to support the organization and complete assigned tasks as a team; and(I) organize work to fulfill responsibilities and meet deadlines. <p>(3) 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:</p> <ul style="list-style-type: none">(A) defend personal integrity as it affects human relations on the job; |
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- (B) study and develop characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;
 - (C) analyze and defend employer expectations;
 - (D) demonstrate respect for the rights of others; and
 - (F) support organizational policies and procedures.
- (4) The student applies academics with career-readiness skills. The student is expected to:
- (A) apply mathematical skills to business transactions;
 - (B) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
 - (C) organize and compose workplace business documents.
- (5) The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to:
- (B) apply responsible and ethical behavior.
- (6) The student models strategies and technique to develop interpersonal skills. The student is expected to:
- (A) model effective interpersonal and team-building skills involving situations with diverse individuals.
- (10) The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:

	<ul style="list-style-type: none"> (A) examine, understand, and articulate 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; and (E) determine the correct procedures for the traditional hotel guest cycle.
<p>Section 3: Critical-Thinking and Problem-Solving: Practicum Check-In 1</p> <p>Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what technical knowledge and skills they will need to for a successful practicum experience as well as a successful career in the field of Hospitality Services.</p>	<ul style="list-style-type: none"> (3) 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: <ul style="list-style-type: none"> (E) compare and contrast the hospitality code of ethics and ethical standards. (4) The student applies academics with career-readiness skills. The student is expected to: <ul style="list-style-type: none"> (A) apply mathematical skills to business transactions; (B) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and (C) organize and compose workplace business documents. (5) The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to: <ul style="list-style-type: none"> (A) compare and contrast published workplace policies; (B) apply responsible and ethical behavior; (C) evaluate provisions of state and federal labor laws; and

<p>As part of the practicum, students will use appropriate, reliable resources and technology to research and discuss developing a personal budget based on career choice and determining effective money management and financial planning techniques. Supervising instructors and students will also discuss preparation for appropriate certification and professional portfolio requirements for the practicum as well as a timeline for completion of all practicum components/requirements.</p> <p>In addition, students will research and compare workplace policies reflecting various business establishments, research and evaluate provisions of state and federal labor laws, and evaluate the employer's and employee's fiduciary responsibilities to customers such as breach of confidentiality, safety, and privacy. Students will present and discuss their findings with their supervising instructor.</p>	<p>(D) evaluate the employer's and employee's fiduciary responsibilities to customers such as breach of confidentiality, safety, and privacy.</p> <p>(11) The student documents in manual and electronic format acquired technical knowledge and skills from coherent plan of study. The student is expected to:</p> <p>(D) determine effective money management and financial planning techniques to manage:</p> <ul style="list-style-type: none"> (i) insurance and benefits; (ii) taxes; (iii) retirement; (iv) relocation costs; (v) a budget; (vi) housing costs; and (vii) transportation costs; and <p>(E) develop a personal budget based on career choice using effective money management and financial planning techniques.</p>
<p>Section 4: Check List Progress and Leadership Activities: Check-In 2</p> <p>During this check-in, students will discuss and self-evaluate their practicum check list and portfolio component completion</p>	<p>(6) The student models strategies and technique to develop interpersonal skills. The student is expected to:</p> <p>(A) model effective interpersonal and team-building skills involving situations with diverse individuals; and</p>

progress as well as any questions or problems they may have encountered.

As part of the practicum, students will use appropriate and reliable resources and technology to research and discuss effective interpersonal and team-building skills, leadership characteristics, and teamwork as well as the benefits of participating in extracurricular, civic, and community activities to enhance these skills. Students will also research leadership opportunities and other benefits offered by CTSO and/or other extracurricular activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in.

Students will also research and explain the different types and functions of all departments such as food and beverage to understand their impact on customer service, duties in each of the departments of a hotel or tourism venue, compare and contrast lodging properties, and explore the job duties in travel and tourism, recreation, and amusement and attraction venues.

- (B) model leadership through participation in activities such as career and technical student organizations.
- (9) 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 all departments such as food and beverage to understand their impact on customer service;
 - (B) illustrate proficiency with duties in each of the departments of a hotel or tourism venue;
 - (C) compare and contrast lodging properties;
 - (D) analyze the differences between chain and franchise lodging operations; and
 - (E) explore the job duties in travel and tourism, recreation, and amusement and attraction venues.
- (11) The student documents in manual and electronic format acquired technical knowledge and skills from coherent plan of study. The student is expected to:
- (A) produce a professional portfolio to include information such as:
 - (iv) community service activities;
 - (v) student organization participation.



Section 5: Career Skills and Practicum Culminating Activities

During their practicum experience, students will use appropriate technology and/or assigned materials to review and self-evaluate practicum learning activities as well as their own personal qualities, technical knowledge and competencies, training, education, and/or preparation for certification or other relevant credentials.

Students will also update and present a professional portfolio, and demonstrate to their supervising instructor effective communications skills as they present their practicum- and self-evaluations and portfolios. In addition, students will identify employment opportunities, complete employment-related documents, and demonstrate proper interview techniques in a real or mock interview. Students will analyze and discuss the relationship of good physical and mental health to job success and personal achievement as well as health and wellness practices that influence job performance, determine factors that will affect career choices, describe entrepreneurial opportunities in the area of hospitality services, and discuss effective

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) research and produce a variety of relevant employment opportunities;
 - (B) differentiate the essential workplace skills in the career acquisition process;
 - (C) practice and complete employment-related documents such as job applications (written and electronic formats) and I-9 and W-4 forms;
 - (D) model proper interview techniques in various situations;
 - (E) formulate verbal, nonverbal, and written communication skills.
- (2) The student develops skills for success in the workplace. The student is expected to:
 - (J) compare and contrast the relationship of good physical and mental health strategies for job success and work-life balance.
- (7) The student evaluates advancement opportunities and career paths in the industry. The student is expected to:
 - (A) analyze future employment in occupational areas;
 - (B) develop an entrepreneurial opportunity in the hospitality services area;
 - (C) compare and contrast salaries, industry demands, and challenges for various jobs in hospitality services; and
 - (D) evaluate the changing global workplace and future trends using governmental and other resources.

strategies to secure, maintain, and terminate employment with their supervising instructor.

As a practicum culminating activity, students will research and analyze the changing global workplace and future trends, future employment outlook in various areas, identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities, and evaluate employment options, including salaries and benefits.

- (8) The student identifies skills and attributes necessary for professional advancement. The student is expected to:
 - (A) evaluate continuing education opportunities that enhance career advancement and promote lifelong learning; and
 - (B) formulate effective strategies to secure, maintain, and terminate employment.

- (11) The student documents in manual and electronic format acquired technical knowledge and skills from coherent plan of study. The student is expected to:
 - (A) produce a professional portfolio to include information such as:
 - (i) a current resume;
 - (ii) official documentation of attainment of technical skill competencies;
 - (iii) recognitions, awards, and scholarships;
 - (iv) community service activities;
 - (v) student organization participation;
 - (vi) practicum supervisor evaluations;
 - (vii) letters of recommendation;
 - (viii) cover letters;
 - (ix) documentation of preparation for state or national industry certification such as food sanitation certification; and



	<ul style="list-style-type: none">(x) any other supporting documents;(B) present the portfolio to interested stakeholders;(C) evaluate employment options, including salaries and benefits;(D) determine effective money management and financial planning techniques to manage:<ul style="list-style-type: none">(i) insurance and benefits;(ii) taxes;(iii) retirement;(iv) relocation costs;(v) a budget;(vi) housing costs; and(vii) transportation costs; and(E) develop a personal budget based on career choice using effective money management and financial planning techniques.
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