

# ***Hospitality and Tourism Supplemental Program Resources***



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## Introduction

This document provides supplemental information for the Hospitality and Tourism program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Hospitality and Tourism program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Hospitality and Tourism standards for the Hospitality and Tourism program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Hospitality and Tourism



The Hospitality and Tourism program provides students with an introduction to many career areas in the hospitality field. Students will learn the roles of jobs in both the front-of-the-house and back-of-the-house in travel and tourism, hotel operations, food and beverage, and event sales and service.

Hospitality and Tourism Career Cluster

Hospitality and Tourism is focused on management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.

Postsecondary Options

Certificate/License

- Hotel Management (CSN)

Associate Degrees

- Hotel Management (CSN)
- Hospitality Management (CSN)
- Hospitality and Tourism Management (TMCC)



For additional information on this cluster, please contact:

[cteinfo@doe.nv.gov](mailto:cteinfo@doe.nv.gov)

Website: <https://doe.nv.gov/offices/craleo/cte>

Source U.S. Bureau of Labor Statistics 2022

Approved Courses

- Hospitality and Tourism I
- Hospitality and Tourism II

Complementary Courses

- Hospitality and Tourism II LAB \*\*
- Hospitality and Tourism Advanced Studies
- CTE Work Experience – Hospitality and Tourism
- Industry-Recognized Credential –Hospitality and Tourism

Work-Based Learning Opportunities

Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



State Recognized Industry Certifications

Refer to the Governor’s Office of Innovation’s [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Lodging Manager (Hotel Director)	\$102,207	3,200	5.0%
Information Clerk (Hotel Desk Clerk)	\$97,410	1,400	6.0%
Food Service Manager	\$96,280	5,200	33.0%
Meeting, convention and event planner	\$208,000	22,700	3.0%
Travel Agent	\$57,800	25,900	11.0%

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## Program Structure for Hospitality and Tourism

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Hospitality and Tourism II course.

### Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Hospitality and Tourism I	HOSPLTY TOUR I	52.0901	16	001	G	1.00	12	16001G1.0012
R	Hospitality and Tourism II	HOSPLTY TOUR II	52.0901	16	001	G	1.00	22	16001G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Hospitality and Tourism II LAB	HOSPLTY TOUR II L	52.0901	16	001	E	1.00	22	16001E1.0022
C	Hospitality and Tourism Advanced Studies	HOSPLTY TOUR AS	52.0901	16	001	E	1.00	11	16001E1.0011
C	Industry Recognized Credential - Hospitality and Tourism	IRC HOSPLTY TOUR	52.0901	16	999	E	1.00	11	16999E1.0011
C	CTE Work Experience - Hospitality and Tourism	WORK EXPER HOSP	99.0009	16	198	G	1.00	11	16198G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Hospitality and Tourism I

*Prerequisite: None*

This course provides students with an introduction to the hospitality and tourism industry. Students will acquire a basic understanding of the industry sectors: lodging, food and beverage, recreation, amusement and attractions, and sales, catering, and convention services. Students also study business functions and the importance of guest service. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Hospitality and Tourism II

*Prerequisite: Hospitality and Tourism I*

This course is a continuation of Hospitality and Tourism I, building on fundamental skills developed in the previous course. Students will receive additional training in all sectors of hospitality, including business functions and guest service. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Hospitality and Tourism II LAB

*Prerequisite: Concurrent enrollment in Hospitality and Tourism II*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Hospitality and Tourism Advanced Studies

*Prerequisite: Completion of Hospitality and Tourism Program of Study*

This course is offered to students who have completed all content standards in the Hospitality and Tourism program of study and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

### Industry-Recognized Credential – Hospitality and Tourism

*Prerequisite: Completion of Hospitality and Tourism Program of Study*

This course is offered to students who have completed all content standards in the Hospitality and Tourism program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Hospitality and Tourism Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### CTE Work Experience – Hospitality and Tourism

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

**Equipment List**

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Hospitality and Tourism program.

**CTE Classroom Equipment** **Total: \$10,410**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
3	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$1,200
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	White Boards (6' x 4') with wheels	\$275	\$550
1	Fire Extinguisher	\$130	\$130
1	Portable Sink with Water Tanks (if no plumbed classroom sink is available)	\$2,200	\$2,200
1	First Aid Kit	\$100	\$100

**Program Equipment** **Total: \$43,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers (options may include notebook/tablet/touch screen/other current technology)	\$1,500	\$37,500
1	Technology Storage/Charging System (optional)	\$2,000	\$2,000
1	Electronic Cutting Machine with accessories	\$1,000	\$1,000
1	Mock Guest Service Station	\$2,500	\$2,500

**Instructional Materials** **Total: \$20,500**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources (with virtual options)	\$500	\$500

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QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Curriculum Software Package Industry Specific with License - Hospitality, Travel, and Tourism Planning	\$2,000	\$2,000
1	Curriculum Software Package Industry Specific with License - Catering and Room Design/Layout	\$2,000	\$2,000
1	Curriculum Software Package Industry Specific with License – Lodging	\$2,000	\$2,000
1	Curriculum Software Package Industry Specific with License – Management	\$2,000	\$2,000
1	Curriculum Software Package Industry Specific with License – Food and Beverage	\$2,000	\$2,000
1	Industry Specific Software Licenses (including online simulations)	\$5,000	\$5,000
1	Office Productivity Software Suite	\$2,500	\$2,500

**Instructional Supplies**

**Total:**

**\$3,800**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Flip Chart with Easel	\$200	\$200
Varies	Personal Protective Equipment (gowns, gloves, glasses/goggles, etc.)	\$1,000	\$1,000
Varies	Computer Accessories (cases, covers, etc.)	\$600	\$600
Varies	Office Supplies (paper, files, etc.)	\$500	\$500
Varies	Electronic Cutting Machine Tool Kit with Supplies	\$1,000	\$1,000
Varies	Safety Data Sheets (SDS)	\$500	\$500

**Other**

**Total:**

**\$1,275**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300
25	Occupational Safety and Health Administration (OSHA) Student Exams	\$39	\$975

**Category Totals:**

Classroom Equipment	\$10,410
Program Equipment	\$43,000
Instructional Materials	\$20,500
Instructional Supplies	\$3,800
Other	\$1,275
<b>Estimated Program Total</b>	<b>\$78,985</b>

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## Complementary Course(s) Equipment List Addendum

**Program Equipment**

**Total:**

**\$20,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Commercial Baking Equipment, Bakeware and Kitchen Tools and Supplies (in addition to culinary arts items)	\$20,000	\$20,000

**Category Totals:**

Program Equipment	\$20,000
<b>Estimated Complementary Course Total</b>	<b>\$20,000</b>

## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### Crosswalks (Academic Standards)

The crosswalks of the Hospitality and Tourism Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### Alignments (Mathematical Practices)

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Hospitality and Tourism Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program connect with and support academic learning.

### Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Hospitality and Tourism Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program connect with and support academic learning.

### Crosswalks (Common Career Technical Core)

The crosswalks of the Hospitality and Tourism Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Hospitality and Tourism program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Hospitality and Tourism Standards are crosswalked to the Hospitality and Tourism Career Cluster™ and the Lodging, Travel and Tourism Career Pathway.

**Crosswalk of Hospitality and Tourism Program of Study Standards  
and the Nevada Academic Content Standards (possibly more than one)**

**English Language Arts: Language Standards**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2; 2.1.5

**English Language Arts: Reading Standards for Informational Text**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	2.1.3

**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	5.6.5
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	2.1.1
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	2.1.4
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	2.1.4, 2.2.1, 2.2.2; 3.1.7 3.2.1, 3.2.7-3.2.9, 3.3.1 3.3.5, 3.4.1, 3.5.3, 3.6.10 4.1.1; 5.2.2, 5.2.6, 5.4.1
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	2.2.1, 2.2.2, 2.2.4

RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	2.1.2, 2.1.4, 2.2.1-2.2.4 2.3.1, 2.3.2; 3.1.3, 3.1.8, 3.1.9, 3.2.4, 3.2.11, 3.2.12 3.3.2, 3.3.4, 3.3.6, 3.4.2 3.4.4, 3.4.6, 3.5.1, 3.5.3 3.6.1, 3.6.2, 3.6.5, 3.6.9 4.1.2, 4.1.3, 4.1.5, 4.2.1 5.2.2, 5.3.2, 5.4.2, 5.4.5 5.5.6, 5.6.1, 5.6.2, 5.6.4 5.6.5, 5.6.6,
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**English Language Arts: Speaking and Listening Standards**

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.2.4; 5.4.5
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2; 2.1.1, 2.2.4
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	2.2.4
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.2, 2.1.5 2.2.4; 3.2.2; 4.1.4, 4.2.2 5.1.1, 5.4.3, 5.4.4, 5.5.6 5.5.7

**English Language Arts: Writing Standards**

Nevada Academic Content Standards		Performance Indicators
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	2.3.4, 2.3.7
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	2.3.4, 2.3.7

W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.3.4, 2.3.7; 3.4.4
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**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**

<b>Nevada Academic Content Standards</b>		<b>Performance Indicators</b>
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 3.6.6
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4; 5.1.2
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	2.1.4, 2.2.1, 2.2.2; 3.4.4 3.5.3; 5.5.1, 5.5.2, 5.5.3 5.5.6
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.1.2, 2.1.3, 2.1.4 2.2.1, 2.2.2, 2.2.3, 2.2.4 2.3.1; 3.1.9, 3.2.12, 3.3.4 3.5.1; 4.1.5; 5.6.6
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	2.1.4; 3.3.5

## Alignment of Hospitality and Tourism Standards and the Mathematical Practices

Mathematical Practices	Hospitality and Tourism Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2, 3.2.1, 3.2.3; 3.3.2, 3.4.1 4.5.5; 4.6.1, 4.6.3; 5.1.1-5.1.3 5.2.2, 5.2.3
2. Reason abstractly and quantitatively.	4.4.1, 4.4.4; 4.5.3, 4.5.5; 4.6.3 5.1.4, 5.1.5
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	3.3.2
5. Use appropriate tools strategically.	3.3.3-3.3.5
6. Attend to precision.	3.3.2
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

## Alignment of Hospitality and Tourism Standards and the Science and Engineering Practices

Science and Engineering Practices	Hospitality and Tourism Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	3.1.1, 3.1.3; 4.5.5; 5.1.1 5.1.2, 5.1.5
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	
5. Using mathematics and computational thinking.	3.3.2-3.3.5; 4.1.3, 4.4.1, 4.4.4 4.5.2-4.5.5, 4.6.1-4.6.3; 5.1.3 5.1.4, 5.2.2, 5.2.3; 6.1.2, 6.1.3 6.2.1-6.2.4; 7.1.1-7.1.3; 8.1.2 8.2.2, 8.3.2, 8.4.2, 8.6.6; 8.7.5 9.1.1, 9.1.3; 10.1.1-10.1.3 11.1.1
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	

## Crosswalks of Hospitality and Tourism Standards and the Common Career Technical Core

Hospitality and Tourism Career Cluster	Performance Indicators
1. Describe the key components of marketing and promoting hospitality and tourism products and services.	12.1.1, 12.1.2
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.	2.1.1, 2.1.2
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	11.1.4, 11.2.3
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	3.1.4, 3.4.4
5. Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	3.4.1-3.4.4; 4.1.2; 4.2.3 4.6.1
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways.	2.2.1, 2.2.2

Restaurants and Food/ Beverage Services Career Pathway	Performance Indicators
1. Describe ethical and legal responsibilities in food and beverage service facilities.	2.2.2
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.	2.3.1; 3.1.1, 3.1.3, 3.2.1 3.2.3, 3.3.1-3.3.5 3.4.1-3.4.4; 4.1.2, 4.2.3
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.	11.1.4, 11.2.3
4. Demonstrate leadership qualities and collaboration with others.	2.3.2; 11.2.3
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.	12.1.1
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.	12.1.1
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.	3.2.2, 3.2.3; 5.2.4; 12.1.1 12.1.2

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8. Implement standard operating procedures related to food and beverage production and guest service.	3.1.2; 3.2.1; 3.3.1, 3.3.2 3.4.4; 4.1.1-4.1.3, 4.4.1 4.4.2, 4.5.4; 5.1.2, 5.2.2 5.2.3; 6.1.2, 6.1.3 6.2.1-6.2.4; 7.1.1-7.1.3 8.1.2, 8.2.2, 8.3.2, 8.4.2 8.5.3, 8.6.6, 8.7.5; 9.1.1 9.1.3; 10.1.1-10.1.3 11.1.1 11.1.4, 11.2.3
9. Describe career opportunities and qualifications in the restaurant and food service industry.	2.2.1, 2.2.2
10. Apply listening, reading, writing, and speaking skills to enhance operations and customer service in food and beverage service facilities.	2.3.2; 11.1.4, 11.2.3