An Introduction to Hospitality and Tourism in the State of New Hampshire
Developed by
The North Country
School to Career Regional Partnership

In collaboration with
New Hampshire Department of Education
New Hampshire Travel Council
New Hampshire Lodging and Restaurant Assn.

The following
Educators and Industry Representatives
directly contributed to this Curriculum.

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<tbody>
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<td>Pittsburg High School</td>
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<td>Nashua High School</td>
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<tr>
<td>Ann Merrill</td>
<td>Alvirne High School</td>
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<tr>
<td>Chris Merritz</td>
<td>NHCTC Laconia</td>
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<td>North Country STC Reg. Partnership</td>
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This Document was prepared with the support of the following Organizations and Agencies:

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<tr>
<td>The Governors Office of the State of NH</td>
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<tr>
<td>NH Division of Travel and Tourism Development</td>
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<tr>
<td>NH Business and Industry Association</td>
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<tr>
<td>NH Department of Resources and Economic Development</td>
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<tr>
<td>Mount Washington Valley Chamber of Commerce</td>
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Special Thanks go to
Steve Barba
of the Balsams Grand Resort
and to
Dr. Mike Hill
of North Country Education Foundation,
for their thoughts, suggestions and insights.
# NEW HAMPSHIRE’S
HOSPITALITY and TOURISM PATHWAY MODEL

## High-Growth Hospitality / Tourism Industry Occupations


## Employer Partners


## Postsecondary Options

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<th>A.A./A.S. Options</th>
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<td>University Of New Hampshire</td>
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<td></td>
<td>Hotel Management / Hospitality Administration</td>
<td>NHCTC - Berlin</td>
<td>Culinary Arts</td>
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<td>Southern NH University</td>
<td>McIntosh College</td>
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<td></td>
<td>Hesser College</td>
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<td>Marketing</td>
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<td>Hotel/Restaurant Management</td>
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<td>Travel and Tourism</td>
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<td>NHCTC – Laconia, Concord</td>
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<td></td>
<td>University Of New Hampshire</td>
<td>Marketing</td>
<td>Associated Careers:</td>
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<tr>
<td></td>
<td>Hesser College</td>
<td>Rivier College</td>
<td>Child Care,</td>
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<td></td>
<td>Johnson and Wales</td>
<td>Johnson and Wales</td>
<td>Property Management,</td>
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<td>NHCTC –Manchester, Nashua, Concord</td>
<td>UNH Thompson School</td>
<td>Real Estate,</td>
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<td></td>
<td>Natural Resources Management</td>
<td>Food Service Management</td>
<td>Building and Construction,</td>
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<tr>
<td></td>
<td>University Of New Hampshire</td>
<td>UNH</td>
<td>Sports Medicine,</td>
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<tr>
<td></td>
<td>Heritage Tourism, Envir. Planning</td>
<td>Johnson and Wales</td>
<td>Registered Guides,</td>
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<tr>
<td></td>
<td>Plymouth State College</td>
<td>NHCTC - Laconia</td>
<td>Forestry, Business Mgt.</td>
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</tbody>
</table>

## Career Pathway Continues

- **Grade 12:** Running Start * High School Graduation * Competency Based Assessment * Career-Focused Academic/Technical Skills Coursework * Hospitality and Tourism Curriculum * Workplace Internships * Complete College Applications * FCCLA PROGRAMS * Registered Youth Apprenticeships * VICA

## Summer

- Student/Teacher Internships * All Aspects of the Industry Edu. Training * Educator/Employer Curriculum Work * Secondary/Postsecondary Faculty Professional Development * Summer Career Employment

## Grade 11

- **Begin Travel And Tourism Career Pathway**

## Grades 9-10

- Core Academic Courses * Select Career Pathway
- English * Algebra * Geometry * Biology * Chemistry * U.S. History * Geography * Civics
- Physics * Foreign Languages * World Civilization
- 10th grade NHEIAP Assessment
- Career Interest and Aptitude Assessment * Career Fairs * Distance Learning * Interdisciplinary Teaching * Project-Based Learning * Community Service Learning * Workplace Skills * FCCL/HERO PROGRAMS * Business Familiarization Tours * Safety Training

## Grades 6-8

- Middle School Curriculum and Career Exploration Program
- 6th grade NHEIAP Assessment
- Team Teaching * Job Shadow Experiences * FCCLA Programs * Business Familiarization Tours * Junior Achievement * Community Service Learning * Career Fairs * College for a Day

## Grades K-5

- Elementary School Curriculum and Career Awareness Program
- 3rd grade NHEIAP Assessment
- Employer Classroom Visits * Parent Job Shadow * Adopt-a-School Partnerships * Business Familiarization
# NEW HAMPSHIRE’S HOSPITALITY and TOURISM CULINARY PATHWAY MODEL

<table>
<thead>
<tr>
<th>High-Growth Hospitality / Tourism Industry Occupations</th>
<th>Food Service Management, Chef/Culinary Arts, Small Business Ownership, Convention Bureau / Conference Planning, Franchise Ownership / Management, Catering, Bed and Breakfast Ownership Specially Foods Production, NH Cooks Program</th>
</tr>
</thead>
</table>

## Postsecondary Options

### B.A./B.S. Degree Options
- Culinary Arts, Restaurant and Food Service Management
- Johnson and Wales
- Southern NH University
- University Of New Hampshire

### A.A./A.S. Options
- Culinary Arts
- McIntosh College
- Johnson and Wales
- NHCTC - Berlin
- Culinary Institute of America
- Hotel/Restaurant Management
- Hesser College
- Johnson and Wales
- NHCTC - Laconia
- NHTI - Concord
- Food Service Management
- UNH Thompson School
- Hesser College
- Johnson and Wales
- NHCTC – Laconia
- Balsams Apprenticeship Program

### Other
- Apprenticeships
- Balsams
- Mt. Washington Hotel
- Military
- Professional/ Industry Certifications
- Culinary Arts
- McIntosh College
- Johnson and Wales
- NHCTC at Berlin
- NHCTC at Laconia
- State Licensing / Certification
- ServSafe Training

## Grade 12

### Career Pathway Continues
- Running Start* High School Graduation * Competency Based Assessment * Career-Focused Academic/Technical Skills Coursework * Hospitality I and Tourism Curriculum * Workplace Internships*
- Complete College Applications * FCCLA PROGRAMS * Youth Apprenticeships * VICA

### Summer

- Student Internships * All Aspects of the Industry Edu. Training * Educator/Employer Curriculum Work *
- Summer Career Employment

### Begin Travel And Tourism Career Pathway
- Exposure to all aspects of Travel and Tourism industry. * Career-focused Academic/Technical Skills Coursework * Travel and Tourism Curriculum * FCCLA PROGRAMS *
- Worksite Tours * Field Trips * College Campus Tours * Registered Youth Apprenticeships * VICA

## Grade 11

### Core Academic Courses * Select Career Pathway
- English * Algebra * Geometry * Biology * Chemistry * U.S. History * Geography * Civics
- Physics * Foreign Languages * World Civilization
- 10th grade NHEIAP Assessment
- Career Interest and Aptitude Assessment * Career Fairs * Distance Learning *
- Interdisciplinary Teaching * Project-Based Learning * Community Service Learning * Workplace Skills *
- FCCLA PROGRAMS * Business Familiarization Tours * Safety Training

### Grades 6-8

### Middle School Curriculum and Career Exploration Program
- 6th grade NHEIAP Assessment
- Team Teaching * Job Shadow Experiences * FCCLA Programs * Business Familiarization Tours * Junior Achievement * Community Service Learning * Career Fairs * College for a Day

### Grades K-5

### Elementary School Curriculum and Career Awareness Program
- 3rd grade NHEIAP Assessment
- Employer Classroom Visits * Parent Job Shadow * Adopt-a-School Partnerships * Business Familiarization
# Career Clusters (Hospitality and Tourism)

<table>
<thead>
<tr>
<th>Core Foundation - these courses and skills are common to all career clusters</th>
<th>Academic</th>
<th>Technical</th>
<th>Work Place Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing, Speaking, Math, Science and History</td>
<td>Information Technology, Financial Literacy, Foods and Nutrition</td>
<td>Career Exploration, Employability skills, Interpersonal skills</td>
<td></td>
</tr>
<tr>
<td>Cluster Foundation - these courses and skills are common to the careers within an individual cluster (Hospitality and Tourism)</td>
<td>Written and Spoken Communication, Business Math, Accounting Math, World Language, Nutritional Science</td>
<td>Introduction to the Hospitality Industry (Career exploration, customer service, sanitation and safety, management skills, geography), Foods and Nutrition, Nutritional Science</td>
<td>Cluster Careers Exploration, Workplace Safety, Individual and Team Skills</td>
</tr>
<tr>
<td>Career Pathway - skills shared by a sector of the career cluster: (Food Production and Services; Travel and Tourism, Resort Management)</td>
<td>FPS-Math (cost analysis of food and drink) GSR-Business (contract issues) TT-World Languages LHS-Science (environmental safety)</td>
<td>Liability issues concerning alcohol, amusement park rides, tour cancellations, or over booked hotel reservations</td>
<td>Team work in a restaurant or other Hospitality settings, Telephone Etiquette, Customer Service</td>
</tr>
<tr>
<td>Occupational Specialties - more specialized career areas within a pathway: (FPS-Dietician, Waitpersons, TT-Travel agents, Tour guides)</td>
<td>Ordering food and supplies for the restaurant (writing and math skills) Planning a historical tour (writing and history)</td>
<td>Preparing and serving food Ticketing travel for a tour</td>
<td>Dealing with unruly customers, Dealing with disability concerns</td>
</tr>
</tbody>
</table>

Refer to the V-TECS Career Cluster document

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1 Developed by Joan Fossum for use with the V-TECS/US DOE career cluster model. 12/01.
INTRODUCTION

This curriculum guide was developed by New Hampshire industry professionals and educators to introduce high school students to important topics of Hospitality and Tourism. It also provides a basis for work or further study in the areas of Food Production and Services, Lodging Management, Travel and Tourism and Recreation and Sports Management. Hospitality and Tourism is one of the largest employers in the state as well as worldwide. In New Hampshire there are over 65,000 people employed in the industry and worldwide 1 out of every 8 people are employed in the Hospitality Industry. The industry grows at over 5% per year.

The objective of the Hospitality and Tourism Curriculum is to create a working guide and resource document that is used by high school teachers in various academic disciplines. It is our hope that teachers in the areas of Business, Marketing, Culinary Arts, Social Studies, Family and Consumer Science, Travel Tourism and other areas will find this material useful. The different units may be used in any order or individually to enhance these areas of career exploration. This material is meant to be a starting place for teachers to introduce the concepts of the Hospitality and Tourism Industry to interested students, and by no means should the learning experience be confined to this curriculum. Many reference books and videos are listed and should be used whenever possible.

The use of this curriculum is not limited to the field of education. It can act as a bridge between education and professionals currently in the industry, especially those employing entry-level employees. Because of its modular nature, various subjects can be addressed when the need arises and used at a later time for reference. This document also makes a solid foundation for the industry to develop standards based internships with written goals and outcomes.

I would like to thank Joan Fossum from the New Hampshire Dept. of Education, for her Leadership and Organizational Skills in this process. Her knowledge of curriculum development and skill standards assessments has made this a much easier journey. Additionally I would like to thank Carl Lindblade of CEL Assoc. and UNH for his passion to “Professionalize” the Industry, and his blend of knowledge in both the Hospitality Industry and Higher Education that brought this to fruition, and Maryanne Cantor of NHCTC Concord for her research and hospitality.

Kevin J. Shyne
North Country School to Career Regional Partnership
INTRODUCTION

TO

HOSPITALITY AND TOURISM

RECOMMENDED GRADE LEVEL: 9, 10

Based on National Standards for Family and Consumer Sciences 5, 8 & 10.

National Marketing Education Standards

New Hampshire K-12 Social Studies Curriculum Framework

Comprehensive Standard:
Integrate knowledge, skills and practices for careers in Hospitality and Tourism related industries: Facilities Management and Maintenance; Food Production and Service; Hospitality, Tourism and Recreation.
Standards Referenced in Preparation of this Curriculum Guide

<table>
<thead>
<tr>
<th>Family and Consumer Sciences Education National Standards</th>
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</table>

**Facilities Management and Maintenance**

5.0 Integrate knowledge, skills and practices required for careers in facilities management and maintenance

5.1 Analyze career paths within the facilities management and maintenance areas

5.3 Demonstrate sanitation procedures for a clean and safe environment

5.4 Apply hazardous materials and waste management procedures

5.5 Demonstrate a work environment that provides safety and security

5.7 Demonstrate facilities management functions

**Food Production and Services**

8.0 Integrate knowledge, skills and practices required for careers in food production and services

8.1 Analyze career paths within the food production and food services industries

8.2 Demonstrate food safety and sanitation procedures

8.6 Demonstrate implementation of food service management functions

8.7 Demonstrate the concept of internal and external customer service

**Hospitality, Tourism and Recreation, Sports Management**

10.0 Integrate knowledge, skills and practices required for careers in hospitality, tourism and recreation

10.1 Analyze career paths within the hospitality, tourism and recreation industries

10.2 Demonstrate procedures applied to safety, security and Environmental issues

10.3 Apply concepts of service to meet customer expectations

10.6 Demonstrate management of recreation, leisure and other programs and events.
Standards Referenced in Preparation of this Curriculum Guide (Continued)

National Marketing Education Standards

Foundations

Business, Management and Entrepreneurship
Understands fundamental business, management and entrepreneurship concepts that affect business decisions making
- Identify ways that technology impacts business
- Demonstrate leadership characteristics
- Identify potential business ventures based on community, market and opportunity analyses

Communication and Interpersonal Skills
Understands concepts, strategies and systems needed to interact effectively with others
- Communicate clearly and concisely in writing
- Use appropriate technology to facilitate marketing communications
- Make decisions
- Treat others fairly at work
- Demonstrate interpersonal skills in team working relationships
- Apply interpersonal skills to develop good customer relationships

Professional Development
Understands concepts and strategies needed for career exploration, development, and growth
- Analyze employer expectations in the business environment
- Identify employment opportunities in marketing and business
- Utilize resources that can contribute to professional development
Geography

10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report and analyze geographic information
   10.10.3 Employ maps and other images to identify, analyze, and communicate why various human geographic features are located in particular areas
   10.10.4 Locate, (using maps, plans, and schematics), the major components of the infrastructure of their community and region

11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions
   11.10.2 Explain how industrialization, population, and urbanization define places and regions
   11.10.3 Use maps to demonstrate how place and regional boundaries change

14. Students will demonstrate an understanding of the connections between Earth’s physical and human systems; the consequences of the interaction between human and physical systems, and changes in the meaning, use distribution, and importance of resources
   14.10.1 Analyze patterns of land use in terms of physical and human geographic features, distances to raw materials; proximity to population centers, and absence of physical barriers
   14.10.4 Discuss how settlement patterns and other land use decisions reflect the perceptions of people both in the past and in the present.

15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.
   15.10.1 Evaluate sites within their community or region in order to identify the best location for a particular activity (for example shopping area or park)
Standards Referenced in Preparation of this Curriculum Guide (Continued)

History

16. Students will demonstrate the ability to employ historical analysis, interpretation and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and to its uses in contemporary situations

  16.6.9 Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters debates, arts, maps, and artifacts

  16.10.4 Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect

  16.10.5 Develop and implement research strategies in order to investigate a given historical topic

17. Students will demonstrate knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire and the United States

  17.6.8 Discuss the origin, function and development of New Hampshire town meeting from the 17th century to the present

  17.10.9 Discuss the contributions of New Hampshire to United States history from 1600 through 1877

  17.12.8 Discuss the contributions of New Hampshire to United States history from 1865 to the present
CAREERS

**Standard:**

Analyze career paths within the Hospitality Industry

**Focus Competencies:**

- Determine the roles, functions and possible careers/paths of individuals engaged in careers in the hospitality industry
- Explore opportunities for employment and entrepreneurial endeavors
- Examine education and education opportunities and training requirements on opportunities for career paths in the hospitality industry
- Examine the hospitality occupations on local, state, national and global economies

**Expected Student Outcomes:**

- Be able to identify their personal skills and attitudes in relation to the Hospitality and Tourism Industry
- Be able to identify some specific roles and responsibilities of employees in the Hospitality and Tourism Industry
- Be able to describe opportunities for employment and advancement in the Hospitality and Tourism Industry
- Be able to identify training and education requirements for various Hospitality and Tourism Industry careers
- Describe the economic impact of the Hospitality and Tourism Industry at the local, state, national, and global levels
- Be able to identify skill and attitude expectations within the Hospitality and Tourism Industry
Suggested Activities

- Personal Portfolio
  - Resume Writing
- Salary Research
- Create Travel Brochure
- Brainstorm a list of jobs and careers related to the hospitality industry and the education needed. Using this list, develop a career ladder that shows this list from entry level to most advanced.
- Self assessment
  - Career Decision Making (CDM) System by Harrington O’Shea
  - Myers Briggs Personality Analysis – Career Related Learning Styles Inventory
- Using the pathway model discuss the possible career choices with this class as your starting point.
- Develop a list of vocabulary words related to the hospitality industry. This list can be added to as the course proceeds.
- Informational Interview
  - Have the students identify someone in a career in which they are interested to interview.
  - Have the students develop a list of questions that they feel would be important to have answered during the interview.

  **(Must have questions:)**

  1. How did the person get into this career?
  2. What was the training/education necessary for this career?
  3. How might current trends affect this job in the future?
  4. Opportunities for advancement?
  5. What do they consider to be good/bad-working conditions in this career field?
  6. If they had it to do over again would they change anything?)

- Have the students conduct the interview. This could be done as an in class interview, or outside of class and then the student could give oral or written report.
- Have business people come do interviews
- Create posters or bulletin boards
- Have the students identify 3 of their skills or abilities and show how they could be developed into a career in the hospitality industry.
Suggested Activities (continued)

- Using the local want-ad section of your paper, identify what jobs/careers are available. Have a discussion about how local economy affects this. Identify what trends or events influence the industry at a state/local level.
- Using the Internet, review the international hospitality and tourism job/career potential.
- Create a personal factsheet based on information that is usually asked for on an application form. Students fill out different styles of applications.
- Paycheck stub activity: Have the students review the information that is found on a paycheck stub. Help the students identify the difference between gross and net (take-home) pay.
- Field Trips
  - Company tour of entire business
    (marketing department, accounting department, etc.)
  - Job Shadowing
- Reverse goals project
  - How old will you be 20 years from now?
  - From Student Success Secrets
- Growth opportunities/Career Advancement
- Required skills/education
  
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Assessments

- Informational Interview
- Create brochure relating to Hospitality and Tourism.
- Scenario Evaluation
  - Fill out a “real” job application
- Written Test
- Personal Portfolio
  - Resume Portfolio
    1. Job Description Ad
    2. Resumes
    3. Cover Letter
    4. Thank you note
    5. Mock interview (video taped)
    6. A letter of recommendation written for yourself
- Salary Research

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Time

Quarter Course  6-9 hours
Semester Course 12-18 hours
Resources

Meyers-Briggs Personality Analysis
Career Decision Making System by Harrington O’Shea

Organizations:
New Hampshire Lodging and Restaurant Association  (603)-228-9584
New Hampshire Travel Council
Business and Industry Association
UNH Thompson School, Durham
SNHU School of Hospitality, Tourism and Culinary Management, Manchester
McIntosh College, Dover
NHCTC-Berlin/Laconia
NHTI-Concord
Johnson and Wales University
Various Hotels throughout the state
Department of Employment Security
NH Works
Books/Magazines


Occupational Outlook Handbook

Student Success Secrets, Barron 1996

World of Work – textbook and student handbook

What Color is Your Parachute? Richard Bolles

Just Publishing: The Professional Careers Book Series

Travel, Tourism and Hospitality Series
Guest Speakers

Business Community
(Travel Agents, Resort and Lodging Managers, Restaurant Managers)

Alumni from your school that are in the industry

Representatives from various Culinary, Hospitality and Lodging programs at the post secondary level

Videos

Mary Tyler Moore – First Show (Job Interview)

Teacher’s Video Company – 800-262-8837, www.teachersvideo.com
1). Interviewing Tips for Teens
2). No-Brains Interviewing
3). Careers: Preparing for Your Future

Just Publishing: Career Videos
1). High School-to-Career Video Series
2). Social Skills at Work

Delmar:
1). Hosting the Disabled – Crossing Communications Barriers
2). Reservation Clerk
1. Recruiting and Interviewing
2. Diversity: The Face of Hospitality
4. Hosting International Guests
5. Guest Service: Out of this World

**Websites**

Career Choice, Hospitality and Travel Careers.

www.jobshadow.org  www.atto.org
www.resortjobs.com  www.careerage.com
www.hcareers.com  www.careerfitter.com
www.hospitalityadventures.com  www.otto.igs/net
www.hospitalitycareers.com  www.hoteljobresource.com
www.travelmanagement.com  www.foodservice.com
www.tourismcareers.com  www.benchmarkhospitality.com
www.typefocus.com
www.toutismhrc.com

**Software**

CX Bridges
Expand Choices
Field Experiences
Job Shadows
Internships
CUSTOMER SERVICE

Standard:

Apply the concepts of quality service to meet or exceed customer expectations and interact effectively with others

Focus Competencies:

- Demonstrate quality services which exceed the expectations of customers
- Examine the relationship between employees’ attitudes and actions and customer satisfaction
- Develop and apply strategies for resolving complaints
- Demonstrate sensitivity to diversity and individuals with special needs

Expected Student Outcomes:

- Communicate effectively with customers and co-workers in a variety of situations
- Demonstrate the skills and knowledge needed to address the needs of customers with special needs (ADA, Dietary, Age)
- Demonstrate various skills and knowledge needed to provide quality service for all customers
- Identify how behaviors will influence your ability to provide consistent customer service
- Demonstrate an awareness of different cultural/regional backgrounds
- Demonstrate that competent customer service is dependent on product knowledge
- Demonstrate how competent customer service is dependent on product knowledge
- Demonstrate knowledge and skills necessary for resolving customer complaints in a nonconfrontational manner.

Revised 6-26-02
Suggested Activities

- Review the Americans with Disabilities Act (ADA) and the Equal Employment Opportunities Act (EEOA) and discuss how they affect the hospitality and tourism industry (reference case studies)
- Students will participate in various role playing
  - Dealing with a cultural difference issue
  - Dealing with an unruly customer
  - Resolving an issue because someone in your department made an error and is not there to correct it
- Have a guest speaker (chef or nutritionist) discuss how they meet the dietary needs of diverse populations
- Have the students modify a standard recipe to address a dietary issue and sample the results
- Bring guest speakers to discuss diversity in the workplace
- View videos showing various customer service events. Have the students discuss and role play another way of handling the example
- Organize a field trip(s) to different hospitality and tourism sites to observe customer service. Discuss and evaluate
- Have guest speakers representing different cultures speak on how that would affect how they react in various situations
- Read and discuss various customer service policies
Assessments

- Create a video using role playing to compare quality vs. poor customer service
- Observation and reflection paper examining the relationship between service providers and customers
- Develop a bulletin board or a poster that reflects various cultural similarities and differences
  (This could be tied to have this would influence customer service)
- Prepare and oral presentation on a topic related to customer service
- Written test

Time

6-9 hours (12-18 hours)

Resources

Organizations:
  Thompson School at UNH
  Hesser College
  NHTI at Concord
**Books/Magazines**

**Travel, Sales and Customer Service** - ICTA Case Studies (Scwartz, Roberta and MacNeill, Debra)

**Service America** – Albrecht, K., & Zenke. R. New York: Warner Books, Inc


**Everyone is a Customer**; Kearney. E. I. And Brandley, MJ Provo, Utah: Sterling Press

**Guest Speakers**

Hotels/Resorts
Restaurants
Travel Agents
Recreational Attractions
Airlines
Human Resource Representatives from various organizations
Chamber of Commerce Directors
Videos

Southwest Airlines Video
Teachers Video: Etiquette Survival Kit

Websites

www.isite.com
www.customerservice.apnet.com
www.csr.co.za (Customer Service Review)

Software

Field Experiences
GEOGRAPHY AND HISTORY

Standard:

Demonstrate an understanding of the influence of history and geography on the New Hampshire Hospitality and Tourism Industry

Focus Competencies:

- Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debaters, arts, maps, and artifacts.
- Develop and implement research strategies in order to investigate a given historical topic.
- Discuss the contribution of New Hampshire to United States history, including the development of the town meeting.
- Demonstrate and discuss the influences of New Hampshire history on the hospitality and tourism industry.
- Explain, from a historical perspective, how industrialization, population, and urbanization define places and regions.
- Demonstrate, identify, analyze, and communicate why various human geographic features are located in particular areas.
- Locate, using maps, plans, and schematics, the major components of the infrastructure of their community and region.
- Use maps to demonstrate how place and regional boundaries change.
- Analyze patterns of land use in terms of physical and human geographic features.
- Evaluate sites within their community or region in order to identify the best location for a particular activity (for example a school or shopping area.)

Expected Student Outcomes:

- To demonstrate a general knowledge of the role and structure of a town meeting and its history.
- To identify the seven regions, ten counties and county seats, major land and water forms of NH.
- Be able to recognize individuals and events that influenced the development and history of NH as well as their impact on United States History.
- To identify major regional attributes of the state which contribute to the tourism industry.
- Be able to demonstrate the proper use of a New Hampshire road map.
- Describe the historical and geographic variables that a business owner needs to consider when opening a business.
- To be able to locate and use state resources for research purposes.
- To demonstrate mapping skills, graphing, and data collection.
- To utilize modern technology (GIS or GPS) for informational purposes.
Suggested Activities

Mapping
1. Identify the 7 regions, 10 counties, and county seats
2. Identify the state’s latitude and longitude
   - Compare the latitude with other cities in the northern and southern hemispheres
3. Label significant rivers, lakes, mountains, bodies of water, colleges
   - Create icons that represent famous historical and recreational sites in each of the seven regions
4. Review the use of a New Hampshire road map
5. Identify the border states and their geographic influences on New Hampshire

Role Playing
1. Mock travel agency that helps plan trips to NH
2. Mock trade show of NH products
3. Be a salesman – bring in NH made product and try to sell it
4. Town meeting – create a list of warrant articles

Current Events
1. Bring a current event from your local newspaper, and using a NH map of individual towns identify the source of the event and explain its relevance to the community and region.

Projects
1. Using a NH Road map, ruler, NH Historical Markers Booklet, Official New Hampshire Guidebook – create an imaginary trip to NH for US and foreign visitors. Use the map, currency exchange, brochures, travel guides and the internet as resources. Create different types of trips such as recreational, honeymoon, foliage, family vacations, etc.
2. Interview a variety of individuals to find out where they work and why.
   Graph the number of miles they drive to work. Try and understand the relationships between where we live and work and why.
3. Interview a variety of people who were born in NH, find out where have they traveled and live. Ask why they live in NH and important facts about their lives.
4. Unsolved Mysteries – research the unknown mysteries of your community. (Haunted Houses, Native American legends, graveyards, deaths) and give a presentation through a skit, brochure or video.
5. Interview a business owner and/or artisan that you might be considering working for or entering into a career with, to understand the reality of a potential career in NH.
6. Research and visit a state or local tourist attraction and apply the information as it pertains to the hospitality and tourism industry.
Assessments

- Quiz or test
- Mapping skills
- Prepare a map that identifies the location of a tourist attraction and how to get there from various locations in the state. Could be part of a brochure
- Class presentation depicting a historical event that has influenced the Hospitality industry
- Develop a survey for tourists to complete about a particular attraction or area in the state. This could be done as a service project for a historical society, business or the state
- Peer Evaluation
- Self evaluation

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Time
10-14 hours (20-28)
Resources

Organizations:

State and local historical societies
Daughters of the American Revolution
Geography Department-Plymouth State College-Plymouth

Books/Magazines


Guest Speakers

Fritz Weatherbee
New Hampshire Fish and Game
Local Librarians
Local Authors
Local and Regional Elected Officials
Local and State Historical Societies
Canterbury Shaker Village (Canterbury)
Northern Forest Heritage Park (Berlin)
Strawberry Banke (Portsmouth)

Maps

NH Road Maps – any rest area or the state
Blank NH Maps – state of NH
USGS Topographic Sheets
Appalachian Mountain Club Trail Maps

Videos

New Hampshire Crossroads
Family Profile – Taking care of the Old Man
New Hampshire – We Have a Story to Tell (NH Stories)
Grand Hotels (New Hampshire Public Television)
Concord: A Video Portrait
Hello New Hampshire (New Hampshire Public Television)
### Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NH Official Guide to Travel and Tourism</td>
<td>visitnh.gov</td>
</tr>
<tr>
<td>State of NH</td>
<td>state.nh.gov</td>
</tr>
<tr>
<td>Ski NH</td>
<td>skinh.com</td>
</tr>
<tr>
<td>NH State Guide</td>
<td>gorp.com/location/nh/nh.htm</td>
</tr>
<tr>
<td>NH Historical Society</td>
<td>nhhistory.org</td>
</tr>
<tr>
<td>Visit NH</td>
<td>visit-newhampshire.com</td>
</tr>
<tr>
<td>New Hampshire Travel and Tourism</td>
<td>newhampshire.worldweb.com</td>
</tr>
<tr>
<td>National Geographic Online</td>
<td>nationalgeographic.com</td>
</tr>
<tr>
<td>The American Geographical Society</td>
<td>amergeog.org</td>
</tr>
<tr>
<td>Geography World</td>
<td>members.aol.com/geographyworld</td>
</tr>
<tr>
<td>Map and Travel Store</td>
<td>maps.com</td>
</tr>
<tr>
<td>Online World Geography</td>
<td>worldwiseworldwide.com</td>
</tr>
</tbody>
</table>

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### Software

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### Field Experiences

<table>
<thead>
<tr>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Historical Museum</td>
</tr>
<tr>
<td>Strawberry Banke</td>
</tr>
<tr>
<td>State Parks</td>
</tr>
<tr>
<td>Area businesses</td>
</tr>
<tr>
<td>Area Chamber of Commerce</td>
</tr>
</tbody>
</table>
MANAGEMENT SKILLS

**Standard:**

Demonstrate an understanding of the fundamental management skills needed in the Hospitality and Tourism Industry

**Focus Competencies:**

- Apply the procedures in staff planning, recruiting, interviewing, selecting and scheduling of employees
- Understand the principles of orientation, training and education and on-the-job training and retraining
- Apply effective time and work management techniques
- Utilize appropriate methods of purchasing and receiving equipment and supplies
- Utilize appropriate procedures for the care and maintenance of equipment and supplies
- Perform cash handling accounting and financial transactions
- Demonstrate skills and knowledge related to marketing, promoting and publicizing events

**Expected Student Outcomes:**

- Demonstrate the knowledge and skills needed for recruiting, interviewing and hiring employees
- Demonstrate and use workplace ethics and manners
- Demonstrate effective time management techniques for personal and work use
- Identify the rules for purchasing and receiving of equipment and supplies
- Demonstrate the correct procedures for care and maintenance of equipment, tools and supplies
- Use correct cash handling procedures
- Demonstrate correct accounting procedures
- Demonstrate marketing skills related to promoting a business or event
Suggested Activities

- **Dressing for success**
  1. Classroom discussions and demonstration of appropriate workplace clothing, including the use of uniforms.
  2. Review various company dress codes.

- **Role Playing**
  1. Manager and unruly customer/employee
  2. Ethical situation
  3. Proper cash handling
  4. Telephone skills
  5. Interviews
  6. Recruiting a new employee

- **Etiquette**
  1. Phone (cell or desk)
  2. Voice mail
  3. Taking and leaving messages
  4. E-mail
  5. General business behaviors

- **Personal Time Management Assessment**
  1. Work vs. Personal hours – maintain a diary of personal time for 3 days. Keep track of how you spend your time, then evaluate. Identify those areas that could be improved and what you would do differently.

- **Demonstrate how to correctly use industry related equipment, such as a cash register**

- **Public Speaking**
  1. Training session for employees
  2. Marketing a product
  3. Business meeting

- **Writing Techniques**
  1. Job descriptions
  2. Ads
  3. Manuals
  4. Business forms and letters
  5. Promotional materials

- **Research Skills**
  1. Pricing equipment and marketing avenues
  2. Best business practices
  3. Preliminary marketing plan
Suggested Activities (Continued)

➢ Analyze a marketing plan

➢ Fundraising as a Class Activity
  1. develop a marketing plan
  2. develop a business budget
  3. inventory control
  4. pricing

➢ Work-Based Learning Opportunities
  1. Job shadows
  2. Site visits
  3. Business speakers

➢ Situational Analysis – Role Playing
  1. Problem solving skills
  2. Team Work

➢ Budgets
  1. Create personal budget
  2. Analyze and discuss a business or department budget

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Assessments

- **Class Participation**
- **Oral Presentations**
  - Topic researched
  - Training sessions
  - Demonstrations
- **Written Evaluation**
  - Topic researched paper
  - Marketing plan
  - Training manual
  - Tests
- **Role Playing/Scenario Evaluation**
  - Interview
  - Telephone skills
  - Problem solving skills

- **Homework**
  - 
  - 
  - 
  - 
  - 
  - 

**Time**

8-10 hours (16-20)
**Resources**

**Organizations:**
Area Businesses
NH Municipal Assoc. Training – customer service, safety and management

**Books/Magazines**
**Guest Speakers**

Material resources managers (budgets, manuals, etc.)
In-school staff
Post-secondary school representatives.
Human resources trainers

**Videos**

Southwest Airlines Video – Marketing and Promotion
Journal of Convention & Exhibition Management
Journal of Hospitality & Leisure Marketing

**Websites**

Web-based Internet research
Cruise Industry News [www.cruiseindustrtynews.com](http://www.cruiseindustrtynews.com)
Hotel On-Line [www.hotel-online.com](http://www.hotel-online.com)
Travel Weekly [www.twcrossroads.com](http://www.twcrossroads.com)
Club Management [www.clubmgmt.com](http://www.clubmgmt.com)
Association Meetings [www.meetingsnet.com](http://www.meetingsnet.com)
Hotel and Motel Management [www.hmmnews.com](http://www.hmmnews.com)
Air Transport World [www.atwonline.com](http://www.atwonline.com)
Special Events Magazine [www.specialevents.com](http://www.specialevents.com)
Journal of Sports Tourism [www.sptourism.net](http://www.sptourism.net)
Business Travel News [www.btonline.com](http://www.btonline.com)
Travel Trade Magazine [www.traveltrade.com](http://www.traveltrade.com)
Software

Bookkeeping/Accounting simulation
Programs in:
    Accounting
    Publishing

Field Experiences

Site visits
Job Shadows
Conduct Interviews
Internships
SAFETY, SANITATION AND PERSONAL HYGIENE

Standards:
Demonstrate procedures for a clean and safe environment

Explain the function of security, safety, sanitation, housekeeping, maintenance and engineering

Focus Competencies:
- Demonstrate an understanding of good personal hygiene/health procedures
- Demonstrate an awareness of responsible reporting of illness symptoms
- Demonstrate an awareness of safety, security and environmental issues related to the hospitality, tourism industry
- Examine the rules and procedures required in the handling of various materials in the hospitality and tourism industry

Expected Student Outcomes:
- Practice good personal and professional presentation (hygiene)
- Demonstrate knowledge and skills of sanitation / safety issues in the hospitality and tourism industry
- Identify the symptoms of illness and injury
- List correct procedures for reporting illness and injury
- Demonstrate an awareness of the state regulations regarding the safe handling of chemicals
- Explain Occupational Safety and Health Administration (OSHA) requirements regarding various situations
- Utilize safety and security procedures as required by OSHA
- Demonstrate skills and knowledge about the importance of safety and sanitation
- Demonstrate an understanding of various security procedures in the hospitality and tourism industry
Suggested Activities

- Demonstrate appropriate hand washing techniques. Test for effectiveness using the Glo-germ process.
- Using a black light, analyze the bacteria/germs taken from the kitchen work area.
- Each student will design an unsafe kitchen and then as a class, will identify the problems and present possible suggestions for correction.
- Test uncooked and cooked chicken and hamburger for levels of contamination (both refrigerated and unrefrigerated).
- Demonstrate safe handling of knives and equipment.
- Apply skills and knowledge in making a safety poster/video/tri-fold.
- Develop a Sanitation/personal hygiene demonstration that could be used in a training video.
- Do an analysis of your school’s safety, security and sanitation procedures. Create a plan to address problems found.
- Participate in a teen workplace safety training.
- Guest Speakers
  - Security issues and procedures in the Lodging industry
  - Safety issues in the Landscape/Maintenance areas of the industry
**Assessments**

- Develop and present a video/poster/tri-fold.
- Demonstration of proper safety and sanitation techniques
- Written tests
- Research paper on a sanitation/safety/security topic

**Time**  6-9 hours (12-18)

**Resources**

**Organizations:**
- Occupational Safety and Health Administration
- Public Health Department
- Fire Department
- Center for Disease Control
- NRA (National Restaurant Association) Serve Safe
- NH Department of Education
- NH Department of Labor (new curriculum on safety, sanitation & hygiene)
- NH Travel Council
- American Hotel and Lodging Association
Books/Magazines:

Trade Journals and Professional Publications
Nations Restaurant News  www.nrn.com
Journal of Food Products Marketing
Journal of Food Production Management

Guest Speakers

Chef from the Industry
Health Inspector
Human Resource Directors of Various Businesses in the Industry
Hotel Owner/Manager
Security personnel from various industry business
OSHA representative
AFL-CIO – worker safety focus
Hospitality Risk management Specialists
Videos

American Hotel and Lodging Assoc. (workplace safety videos, housekeeping procedures)
20/20 or Dateline undercover videos of the industry.
Teachers Video: 800-262-8837 (Cooking Videos)
Delmar Videos:
1). Baker
2). Catering Assistant
3). Cheesemaker
4). Cook
5). Dietary Assistant
6). Food Preparer
7). Food Service Manager
8). Host
9). Order Taker

Websites

www.jobshadow.org

Software

Field Experiences

Full service lodging establishments
Job shadow
Internships
Reference Material

1. H&T Pathway House
2. Sample Articulation Agreement
3. Sample Articulation Application
4. Apprenticeship Programs
5. NH Hospitality Orgs. and Agencies
6. NH Chambers of Commerce
7. NE H&T Postsecondary Schools
8. Journals, Trade Publications and Websites
9. NH High School Culinary Arts / Hospitality Instructors
### Postsecondary Options:

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culinary Arts</strong></td>
<td>McIntosh College, Johnson and Wales, NHCTC-Berlin</td>
<td>McIntosh College, Johnson and Wales, NHCTC-Berlin</td>
</tr>
<tr>
<td></td>
<td>SNH Univ., University of New Hampshire</td>
<td>SNH Univ., McIntosh College</td>
</tr>
<tr>
<td></td>
<td>New England Culinary Institute</td>
<td>University of New Hampshire</td>
</tr>
<tr>
<td><strong>Hospitality Management</strong></td>
<td>McIntosh College, New Hampshire College</td>
<td>McIntosh College, Hesser College, Johnson and Wales</td>
</tr>
<tr>
<td><strong>Tourism Management</strong></td>
<td>Hesser College, Johnson and Wales</td>
<td>Hotel Management/Hospitality Administration</td>
</tr>
<tr>
<td></td>
<td>NHCTC- Laconia/Concord, SNH Univ., University of New Hampshire</td>
<td>New Hampshire College, Hesser College</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Hesser College, Rivier College, Plymouth State College</td>
<td>University of New Hampshire</td>
</tr>
<tr>
<td></td>
<td>Johnson and Wales, NHCTC-Manchester</td>
<td>Hesser College, Manchester</td>
</tr>
<tr>
<td></td>
<td>Rochester Institute of Technology</td>
<td>SNH Univ., McIntosh College</td>
</tr>
<tr>
<td><strong>Food Service Management</strong></td>
<td>UNH Thompson School, Hesser College</td>
<td>University of New Hampshire</td>
</tr>
<tr>
<td></td>
<td>Johnson and Wales, NHCTC-Laconia</td>
<td>McIntosh College, New England Culinary Institute</td>
</tr>
</tbody>
</table>

### Occupational Strands

#### Food Production and Services
- Chefs, Cooks, Bakers, Pastry Chefs
- Short Order Cooks, Caterers, Dieticians, Nutritionists
- Institutional Food Preparation and Service Managers
- Food, Beverage and Banquet Managers
- Food Safety and Sanitation Inspectors and Instructors

#### Lodging and Hotel Management
- Front Desk Attendants
- Hotel Managers
- Fitness and Training Managers
- Concierges

#### Travel and Tourism Services
- Convention Management and Services
- Tour and Tourism Directors
- Travel Agents
- Travel Promotion Writers/Workers

### Core Academic Courses
- Technical Writing
- Business Math
- Accounting I & II
- Hospitality Travel Geography
- Introduction to Sociology
- Environmental Science

### Core Cluster Courses
- Communications for the Workplace
- Human Relations for the Workplace
- Ethics and Society
- Intro to Hospitality Industry
- Safety, Security and Sanitation
- Hospitality Sales

### Core Technical Courses
- Information Technology & Media
- Keyboarding/Word Processing
- Desktop Publishing
- Introduction to Multimedia

### Core Specialized Courses
- Nutrition & Food Science
- Food Arts & Management 1-2
- Food Arts & Management 3-4

### School-to-Career Practicums
- Apprenticeships, Co-ops, Internships, Military, Job Shadowing, Mentorships
Culinary Arts
Articulation Agreement

Between

Secondary School:  White Mountains Regional High School
                   Whitefield, NH

Secondary Program:  Culinary Arts

And

Postsecondary School:  New Hampshire Community Technical College
                      Berlin, NH

Postsecondary Program:  Culinary Arts

Effective Dates

From:  June 1, 2002  To:  June 30, 2007
General Expectations

New Hampshire Technical College at Berlin responsibilities:

- Provide staff to assist with student/parent orientation.
- Offer the opportunity for student visits to NHTC.
- Develop peer mentors so that WMRHS students can shadow NHTC students.

White Mountains Regional High School responsibilities:

- Provide a program that integrates academic and vocational-technical education.
- Expose students to career options and the opportunity available for articulation with NHTC.
- Provide counseling for students and parents interested in post-secondary education.
- Coordinate with NHTC faculty to review curriculum.
- Sponsor activities with the NHTC when possible.

Student responsibilities:

- Visit with NHTC faculty, students and programs in areas related to career interests.
- Obtain program instructor’s recommendation.
- Maintain necessary GPA with a 90% attendance rate.

Terms and Conditions:

✓ Prior to graduating from WMRHS, student will be able to apply for admission to New Hampshire Technical College, Berlin Campus.

✓ Students enrolled in the high school culinary arts courses may have the opportunity to earn college credit if/when the following criteria is met:

  a. A review of the high school transcript indicates attainment of skills and standards comparable to postsecondary courses

  b. An attendance record of no less than 90%

  c. A grade point average of 2.5 or higher

Note:
The credit earned is a college credit and may be applied toward graduation from the New Hampshire Technical College, Berlin Campus. The College Transcript will read: Credit by waiver of the NHTC Course. The grade will not count in the college cum. * Running Start may be available for students who choose to receive full credit and grade transfer.
**WMRHS Sequence of Instruction**

Names and Sequence of Courses:

1. English 4 cr. 4. Culinary Arts 1. 2 cr.
2. Math 3 cr. 5. Baking. 2 cr.
3. Introduction to Cooking. 2 cr. 6. Culinary Arts 2. 2 cr.

**NHCTC-Berlin Sequence of Instruction**

Names and Sequence of Courses:

*Courses eligible for transfer credit.*

First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CUL 111. Soups Sauces and Basic Techniques</td>
<td>1. CUL 117. Introduction to Baking</td>
</tr>
<tr>
<td>2. CUL 112. Introductory Food Prep.</td>
<td>2. CUL 118. Patisserie</td>
</tr>
<tr>
<td>5. CUL 115. Food Theory and Meat Fabrication</td>
<td>5. CUL 122. Introduction to Garde Manager</td>
</tr>
<tr>
<td>6. CUL 116. Food Service Sanitation</td>
<td>6. CUL 123. Table Service and Mixology</td>
</tr>
<tr>
<td>7. ENG 120. College Composition or Elective</td>
<td>7. ENG 120. College Composition or Elective</td>
</tr>
</tbody>
</table>

**Summer Semester**

CUL 211 Work Internship

Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COM 103. Intro. to Spreadsheets</td>
<td>1. CHE 112. Nutrition</td>
</tr>
<tr>
<td>2. CUL 212. Patisserie International</td>
<td>2. CUL 219. Regional American Cuisine</td>
</tr>
<tr>
<td>3. CUL 213. Charcuterie</td>
<td>3. CUL 220. A la Carte Cookery</td>
</tr>
<tr>
<td>5. CUL 215. Food Sculpture and Design</td>
<td>5. CUL 222. Food Service Management</td>
</tr>
</tbody>
</table>
Signatures

___________________________                              ______________________________
Dean of Academic Affairs                              Superintendent
NHTC                                                   WMR School Dist

___________________________                              ______________________________
Department Chair, Culinary                              Principal / Vocational Dir.
NHTC                                                   WMR HS

___________________________                              ______________________________
Instructor                                              Instructor
NHTC                                                   WMR HS

Dated this ________________ day of ____________________ 2002.

This agreement is in effect until June 30, 2007, after which time it will be reviewed. Any major changes in either schools curriculum will call for review and update of this agreement.
NH Community Technical College, Berlin Campus
Application for Culinary Arts Articulation

WHITE MOUNTAINS REGIONAL HIGH SCHOOL

Student Name:
Address:

Telephone:

Please complete the information below with assistance from you instructor. If any questions arise, call NHCTC at (603) 752-1113, and ask for an instructor in the Culinary Arts Department.

1. Student is applying for (check one):

☐ Credit by Waiver (Credit earned toward graduation, with no effect on college GPA)

☐ Running Start Full Credit and Grade Transfer (Fee Required)

<table>
<thead>
<tr>
<th>White Mountain Regional Courses</th>
<th>NHCTC Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Cooking</td>
<td>CUL 112 Introductory Food Production</td>
</tr>
<tr>
<td>Culinary Arts I</td>
<td>CUL 114 Pantry</td>
</tr>
<tr>
<td>Culinary Arts II</td>
<td>CUL 111 Soups, Sauces, and Basic Techniques</td>
</tr>
<tr>
<td>Baking</td>
<td>CUL 117 Introduction to Baking</td>
</tr>
</tbody>
</table>

2. The student has maintained a 90% attendance record and a GPA of at least 2.5, and will transfer, upon approval, the following course(s) for college credit at NHCTC/Berlin. Use the table above for course names.

Transfer: For NHCTC College Credit in:

__________________________
__________________________
__________________________
__________________________
__________________________

1
3. A recommendation from the high school instructor and a transcript for the above course(s) must accompany this application.

4. Attach this document when submitting your admissions application.

____________________  _________________________
Student Signature     Instructor (High School)

__________________________
Dean of Academic Affairs (Upon Approval)
NHCTC
NH Hospitality and Tourism Organizations and Agencies

1. **New Hampshire Travel Council**  
The Center of New Hampshire  
700 Elm Street  
Manchester, NH 03101  

Nancy Kilbride  Executive Director  

Phone: (603) 665-9559  
Fax: (603) 665-9009  
Email: nhtcnk@star.net

2. **New Hampshire Lodging and Restaurant Assn.**  
P.O. Box 1175  
14 Dixon Avenue, Suite 208  
Concord, NH 03302-1175  

Paul Hartgen  Executive Director  

PH: (603) 228-9585  
FAX: (603) 226-1829  
E-MAIL: phartgen@nhlra.com  
website: www.nhlra.com

3. **New Hampshire Div. of Travel and Tourism Devt.**  
172 Pembroke Road  
PO Box 1856  
Concord, New Hampshire 03302-1856  

Laurie Klefos  Director  

1-800-FUN-IN-NH (1-800-386-4664)  
FAX: 603-271-6870  
travel@dred.state.nh.us
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<td>Bill Pederson</td>
<td>2500 N. River Road</td>
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<td>University Of New Hampshire</td>
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<td>Dr. Ray Goodman</td>
<td>4 Garrison Avenue</td>
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Journals, Trade Publications and Websites

Academic Journals:

2. Hospitality and Tourism Educators, Council on Hotel, Restaurant and Institutional Education, 1200 17th Street, Washington, DC 20036
5. Journal of Park and Recreation Administration, Sagamore Publishing, P.O. Box 647, Champaign, Illinois 61824
7. Journal of Travel and Tourism Marketing, Haworth Press Inc., 10 Alice Street, Binghamton, NY 13904
9. Tourism, Culture and Communication, Victoria University of Technology, Department of Hospitality and Tourism Management, P.O. Box 14428 MCMC, Melbourne, Victoria 8001, Australia
10. Tourism Geographies, Routledge Journals Department, 29 West 35th Street, New York, 10001-2299

Trade Publications:

2. Courier, National Tour Association, 546 East Main Street, Lexington, Kentucky 40508
4. Lodging, American Hotel and Motel Association, 1201 New York Avenue N.W. Washington DC 20005
5. Meetings and Conventions, Cahners Travel Group, 500 Plaza Drive, Secaucus, NJ 07094
6. Meeting News, Miller Freeman, One Penn Plaza, New York, NY 20119
7. OAG Travel Magazines, OAG 1775 Broadway, NY, NY 10019
8. Successful Meetings, Bill Communications, 355 Park Avenue South, NY, NY 10010
9. Tour and Travel News, Miller Freeman, One Penn Plaza, Ny, NY 10019
10. Travel Agent Magazine, Advanstar. Communications, Inc 131 West First Street, Duluth, Minnesota 55802
11. Travel Trade, Travel Trade 15 West 44th Street, NY, NY 10036
12. Travel Weekly, Cahners Travel Group, 500 Plaza Drive, Secaucus, NJ 07094s
### General Web Sites

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</table>

**Associations**
NH Vocational Culinary Arts and Hospitality Instructors List

Culinary Arts
1. Caryl Walker
   Plymouth Regional High School
   86 Old Ward Bridge Rd.
   Plymouth, NH 03264

2. Myrna Vashaw
   Concord Regional Technology Center
   Concord High School
   170 Warren St.
   Concord, NH 03301

3. Bob McIntosh
   Concord Regional Technology Center
   Concord High School
   170 Warren St.
   Concord, NH 03301

4. Trudy Kasinchuk
   Region 6 Vocational Center
   Kennett High School
   176 Main St.
   Conway, NH 03818

5. Tim Buxton
   Palmer Tech Center
   Alvirne High School
   200 Derry Road
   Hudson, NH 03501

6. Cheryl Emerson
   Milford Area High School
   100 West Street
   Milford, NH 03055
7. Jack Aldrich  
J. Olivia Huot Technical Center  
345 Union Avenue  
Laconia, NH 03246

8. Keith Klawes  
Center of Applied Technology  
Nashua High School  
36 Riverside Drive  
Nashua, NH 03062

9. Len Martin  
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