

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter K. Hospitality and Tourism

Statutory Authority: The provisions of this Subchapter K issued Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17), unless otherwise noted.

§127.561. Principles of Hospitality and Tourism (One Credit), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student uses verbal and nonverbal communication to provide a positive experience for guests and employees. The student is expected to:
 - (A) develop and execute formal and informal presentations; and
 - (B) practice customer service skills.
 - (2) The student understands that personal success depends on personal effort. The student is expected to:
 - (A) demonstrate self-responsibility and self-management;
 - (B) explain the characteristics of personal values, ethics, and fundamental principles;
 - (C) display positive attitudes and good work habits;
 - (D) develop strategies for achieving accuracy; and

- (E) develop organizational skills.
- (3) The student develops an understanding of time management, decision making, and prioritization. The student is expected to:
 - (A) identify and apply effective practices for managing time;
 - (B) analyze the benefits of balancing career and home life;
 - (C) learn and apply steps in the decision-making process; and
 - (D) work independently.
- (4) The student researches, analyzes, and explores lifestyle and career goals. The student is expected to:
 - (A) prioritize career goals and ways to achieve those goals in the hospitality and tourism industry;
 - (B) compare and contrast education or training and certifications needed for careers in the hospitality and tourism industry;
 - (C) examine related community service opportunities; and
 - (D) describe the components and importance of a career portfolio.
- (5) The student uses technology to gather information. The student is expected to:
 - (A) understand the need for computer applications to perform workplace tasks;
 - (B) recognize that types of computerized systems are used to manage operations and guest services in the hospitality and tourism industry; and
 - (C) discuss why computerized systems are used in operations and guest services in the hospitality and tourism industry.
- (6) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:
 - (A) develop team-building skills;
 - (B) develop decision-making and problem-solving skills;
 - (C) conduct and participate in effective meetings;
 - (D) identify leadership and teamwork qualities that create a pleasant working atmosphere; and
 - (E) identify community service activities related to the hospitality and tourism industry.
- (7) The student explains how resources (employees, guests, and property) are managed to minimize losses or liabilities in the hospitality and tourism industry. The student is expected to:
 - (A) identify and explain job safety and security practices;
 - (B) recognize and implement the basics of sanitation;
 - (C) understand and demonstrate procedures for cleaning, sanitizing, and storing equipment and tools; and
 - (D) determine how environmental issues and trends affect the hospitality and tourism industry.
- (8) The student explores the history of the hospitality and tourism industry. The student is expected to:
 - (A) examine the varied operations required within the hospitality and tourism industry;

- (B) understand the job qualifications for various careers in the hospitality and tourism industry; and
 - (C) differentiate amongst lodging, travel and tourism, recreation amusements, attractions and resorts, and food and beverage service.
- (9) The student demonstrates research skills applicable to the hospitality and tourism industry. The student is expected to:
 - (A) develop technical vocabulary of the hospitality and tourism industry;
 - (B) design a customized product for the hospitality and tourism industry; and
 - (C) identify local and regional trends and issues in the hospitality and tourism industry.
- (10) The student understands the importance of customer service. The student is expected to:
 - (A) determine ways to provide quality customer service;
 - (B) analyze how guests are affected by employee attitude, appearance, and actions; and
 - (C) examine different types of service across the industry.

Source: The provisions of this §127.561 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.562. Introduction to Culinary Arts (One Credit), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 9 and 10. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.

- (1) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:
 - (A) organize oral and written information;
 - (B) compose a variety of written documents such as menus, presentations, and advertisements;
 - (C) calculate numerical concepts such as weights, measurements, and percentages;
 - (D) identify how scientific principles are used in the food service industry; and
 - (E) use mathematics and science knowledge and skills to produce quality food products.
- (2) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:
 - (A) develop and deliver presentations;
 - (B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies;
 - (C) demonstrate proper techniques for answering restaurant phones;
 - (D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and
 - (E) demonstrate active listening skills to obtain and clarify information.
- (3) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:
 - (A) generate creative ideas to solve problems by brainstorming possible solutions; and
 - (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers.
- (4) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:
 - (A) use information technology tools and applications to perform workplace responsibilities;
 - (B) demonstrate knowledge and use of point-of-sale systems; and
 - (C) evaluate Internet resources for information.
- (5) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:
 - (A) explain the different types and functions of kitchen, front-of-the-house, and support roles;
 - (B) investigate quality-control standards and practices;
 - (C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service;
 - (D) illustrate various place settings using proper placement of dining utensils; and
 - (E) demonstrate the proper service techniques in food service operations.
- (6) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:
 - (A) assess workplace conditions with regard to safety and health;
 - (B) analyze potential effects caused by common chemicals and hazardous materials;

- (C) demonstrate first aid and cardiopulmonary resuscitation skills;
 - (D) apply safety and sanitation standards common to the workplace;
 - (E) research sources of food-borne illness and determine ways to prevent them;
 - (F) determine professional attire and personal hygiene for restaurant employees; and
 - (G) prepare for a state or national food sanitation certification or other appropriate certifications.
- (7) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:
- (A) apply team-building skills;
 - (B) apply decision-making and problem-solving skills;
 - (C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
 - (D) participate in community leadership and teamwork opportunities to enhance professional skills.
- (8) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:
- (A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;
 - (B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and
 - (C) develop guidelines for professional conduct.
- (9) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:
- (A) demonstrate a proactive understanding of self-responsibility and self-management;
 - (B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;
 - (C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance;
 - (D) implement stress-management techniques; and
 - (E) follow directions and procedures independently.
- (10) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:
- (A) apply effective practices for managing time and energy;
 - (B) analyze various steps in the career decision-making process; and
 - (C) discuss the importance of balancing a career, family, and leisure activities.
- (11) The student knows and understands the importance of employability skills. The student is expected to:
- (A) demonstrate skills related to seeking employment in the food service industry;
 - (B) identify the required training and educational requirements that lead toward appropriate career goals;
 - (C) select educational and work history highlights to include in a career portfolio;

- (D) create and update a personal career portfolio;
- (E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;
- (F) research the local and regional labor workforce market to determine opportunities for advancement;
- (G) investigate professional development training opportunities to keep current on relevant trends and information within the industry; and
- (H) recognize entrepreneurship opportunities.
- (12) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:
 - (A) define job-specific technical vocabulary;
 - (B) analyze customer comments to formulate improvements in services and products and training of staff;
 - (C) detail ways to achieve high rates of customer satisfaction;
 - (D) use different types of payment options to facilitate customer payments for services; and
 - (E) demonstrate technical skills used in producing quality food service.
- (13) The student understands factors that affect the food service industry. The student is expected to:
 - (A) outline the history and growth of the food service industry;
 - (B) identify an entrepreneur who has made significant contributions to the food service industry; and
 - (C) explain cultural globalization and its influence on food.
- (14) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:
 - (A) identify the role of mise en place;
 - (B) identify and use large and small equipment in the professional food service setting;
 - (C) identify the types of knives and proper usage in a commercial kitchen;
 - (D) demonstrate proper knife safety, handling, cleaning, and storage;
 - (E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage;
 - (F) differentiate between dry goods and identify factors such as purchasing and storage;
 - (G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage;
 - (H) describe the methods of cooking, including dry heat, moist heat, and combination heat; and
 - (I) differentiate between common baking methods and identify common ingredients used in baking.

Source: The provisions of this §127.562 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.563. Culinary Arts (Two Credits), Adopted 2015.

- (a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:
 - (A) compose industry appropriate documents such as purchasing specifications and purchase orders;
 - (B) comprehend a variety of texts such as operations and training manuals;
 - (C) calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures;
 - (D) understand scientific principles used in culinary arts;
 - (E) read and comprehend standardized recipes;
 - (F) write and convert standardized recipes; and
 - (G) calculate and manage food costs.
 - (2) The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:
 - (A) create formal or informal presentations;
 - (B) properly answer business phones;
 - (C) write instructions for a specific restaurant for a culinary procedure or the use of a piece of equipment; and
 - (D) attend and participate in an industry-focused staff meeting.

- (3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:
 - (A) demonstrate a proactive understanding of self-responsibility and self-management;
 - (B) explain the characteristics of personal values and principles;
 - (C) demonstrate positive attitudes and work habits;
 - (D) demonstrate exemplary appearance and personal hygiene; and
 - (E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance.
- (4) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:
 - (A) apply effective practices for managing time and energy; and
 - (B) analyze various steps in the decision-making process.
- (5) The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:
 - (A) research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts;
 - (B) update a personal career portfolio;
 - (C) demonstrate proper interview techniques; and
 - (D) establish personal short- and long-term goals.
- (6) The student understands factors that affect the food service industry. The student is expected to:
 - (A) research how historical and current trends in society affect the food service industry;
 - (B) identify global cultures and traditions related to food;
 - (C) research famous chefs from history; and
 - (D) summarize historical entrepreneurs who influenced food service in the United States.
- (7) The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:
 - (A) identify and demonstrate the role of mise en place in the professional food service setting;
 - (B) identify and use large and small equipment in a commercial kitchen;
 - (C) develop and practice food production and presentation techniques;
 - (D) identify and use the appropriate application of moist, dry, and combination cookery methods;
 - (E) demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables; and
 - (F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts.
- (8) The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:
 - (A) explain quality customer service;

- (B) demonstrate types of table setting, dining, and service skills;
 - (C) differentiate between service styles; and
 - (D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations.
- (9) The student uses technology and computer applications to manage food service operations. The student is expected to:
 - (A) use technology tools appropriate for the industry;
 - (B) operate technology applications to perform workplace tasks;
 - (C) explain and use point-of-sale systems in various food service operations;
 - (D) demonstrate knowledge in computer programs used for food management;
 - (E) evaluate information sources for culinary arts; and
 - (F) interpret data such as spreadsheets, databases, and sales reports.
- (10) The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:
 - (A) apply team-building skills;
 - (B) apply decision-making and problem-solving skills;
 - (C) determine leadership and teamwork qualities in creating a pleasant working atmosphere; and
 - (D) participate in community leadership and teamwork opportunities to enhance professional skills.
- (11) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:
 - (A) determine the basics of safety in culinary arts;
 - (B) assess workplace conditions and identify safety hazards;
 - (C) determine the basics of sanitation in a professional kitchen;
 - (D) determine proper receiving, storage, and distribution techniques;
 - (E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen;
 - (F) assess food hazards and determine ways to prevent food hazards; and
 - (G) prepare for a state or national food sanitation certification or other appropriate certifications.
- (12) The student recognizes and models work ethics and legal responsibilities. The student is expected to:
 - (A) understand and comply with laws and regulations specific to the food service industry; and
 - (B) demonstrate a positive work ethic.

Source: The provisions of this §127.563 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.564. Advanced Culinary Arts (Two Credits), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.

- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Culinary Arts. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:
 - (A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the food service industry;
 - (B) model proper interview techniques;
 - (C) critique personal and short-term goals; and
 - (D) create and update a career portfolio.
 - (2) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:
 - (A) determine the basics of safety in culinary arts;
 - (B) assess workplace conditions and identify safety hazards;
 - (C) determine the basics of sanitation in a professional kitchen;
 - (D) determine proper receiving, storage, and distribution techniques;
 - (E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen;
 - (F) assess food hazards and determine ways to prevent food hazards; and
 - (G) prepare for a state or national food sanitation certification or other appropriate certifications.
 - (3) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:

- (A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian;
 - (B) synthesize indigenous ingredients from global cuisine to create innovative dishes; and
 - (C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development.
- (4) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:
- (A) evaluate practices for water and energy conservation across the food service industry;
 - (B) identify waste management options to promote sustainability; and
 - (C) evaluate current sustainable food practices.
- (5) The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:
- (A) assess grading and classifications;
 - (B) identify primal, sub-primal, and retail cuts;
 - (C) demonstrate fabrication techniques on proteins;
 - (D) evaluate purchasing practices according to various food service operations;
 - (E) model appropriate cooking methods for proteins; and
 - (F) evaluate appropriate cooking methods in regard to various protein selections.
- (6) The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:
- (A) categorize classifications of fish and shellfish;
 - (B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions;
 - (C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish;
 - (D) model appropriate cooking methods for fish and shellfish; and
 - (E) evaluate the effects of cooking methods on product presentation.
- (7) The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:
- (A) compare types of commonly available produce;
 - (B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;
 - (C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;
 - (D) model appropriate cooking methods for produce; and
 - (E) evaluate the effects of cooking methods on produce.
- (8) The student understands advanced baking and pastry principles. The student is expected to:
- (A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;

- (B) apply proper measuring and scaling techniques; and
 - (C) compose various plated desserts appropriate for various food service operations.
- (9) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:
- (A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity;
 - (B) prepare soft, hard, and artisanal breads through proper baking techniques; and
 - (C) differentiate between quick breads such as muffins, scones, and biscuits.
- (10) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:
- (A) compare different types of pastry crusts and usage in pies and tarts;
 - (B) prepare pie fillings such as fruit, soft, and custard fillings;
 - (C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough;
 - (D) differentiate between various cookie preparation methods;
 - (E) determine the causes of crispness, moistness, chewiness, and the spread of cookies; and
 - (F) bake, cook, and store cookies properly.
- (11) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:
- (A) differentiate between cake preparation methods;
 - (B) differentiate the functions of icings and determine appropriate application;
 - (C) assemble and ice simple layer cakes, sheet cakes, and cupcakes;
 - (D) demonstrate the ability to identify criteria for evaluation of cake products;
 - (E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes; and
 - (F) perform basic piping skills with a parchment cone and pastry bag with tips.
- (12) The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:
- (A) compose desserts such as ice creams, custards, mousse, and other desserts; and
 - (B) identify the roles of desserts such as ice creams, custards, mousse, and other desserts.
- (13) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:
- (A) differentiate between the types of advanced confections;
 - (B) model methods of preparation in each type of confection;
 - (C) use chocolate as a major ingredient in dessert or food production;
 - (D) temper chocolate;
 - (E) use tempered chocolate in dessert preparation;
 - (F) cook sugar syrups to various stages of hardness;
 - (G) prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis; and
 - (H) serve attractively plated desserts with appropriate sauces and garnishes.

- (14) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:
 - (A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices; and
 - (B) research and develop menus for populations with dietary requirements or restrictions.
- (15) The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:
 - (A) differentiate between the major costs in food service such as food, beverage, and labor costs;
 - (B) validate the effect of controlling costs on the success of a food service operation;
 - (C) compare and contrast the concept of fixed costs, variable costs, and controllable costs; and
 - (D) compare and contrast the relationship between inventory management and cost control in food service operations.

Source: The provisions of this §127.564 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.565. Food Science (One Credit), Adopted 2021.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: one credit in biology, one credit in chemistry, and at least one credit in a Level 2 or higher course from the hospitality and tourism or agriculture, food, and natural resources career clusters. Recommended prerequisite: Principles of Hospitality and Tourism. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) In Food Science, students examine the nature and properties of foods, food microbiology, and the principles of science in food production, processing, preparation, and preservation; use scientific methods to conduct laboratory and field investigations; and make informed decisions using critical thinking and scientific problem solving. This course provides students a foundation for further study that leads to occupations in food and beverage services; the health sciences; agriculture, food, and natural resources; and human services.
 - (4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

- (5) Scientific hypotheses and theories. Students are expected to know that:
 - (A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and
 - (B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.
 - (6) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.
 - (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.
 - (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.
 - (7) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).
 - (8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.
 - (9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (10) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;
 - (C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

- (D) use appropriate tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, metric rulers, electronic balances, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, and models, diagrams, or samples of biological specimens or structures, vacuum sealer, oven, cook top, cookware, bakeware, cutlery, and measuring cups and spoons;
 - (E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;
 - (F) organize quantitative and qualitative data using lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish between scientific hypotheses, theories, and laws.
- (2) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
- (A) identify advantages and limitations of models such as their size, scale, properties, and materials;
 - (B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;
 - (C) use mathematical calculations to assess quantitative relationships in data; and
 - (D) evaluate experimental and engineering designs.
- (3) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
- (A) develop explanations and propose solutions supported by data and models consistent with scientific ideas, principles, and theories;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.
- (4) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;
 - (B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists and engineers as related to the content; and
 - (C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics or food science field.
- (5) The student analyzes household and commercial sustainability and regulatory practices in food production. The student is expected to:
- (A) research and investigate resource use, sustainability, and conservation in food production such as with water, land, and oceans;

- (B) analyze the effect of food on the decomposition cycle, including composting, recycling, and disposal; and
- (C) demonstrate appropriate methods for sorting and disposing of food waste, including fats and oils, and packaging waste from food production.
- (6) The student analyzes the role of acids and bases in food science. The student is expected to:
 - (A) evaluate physical and chemical properties of acids and bases; and
 - (B) analyze the relationship of pH to the properties, safety, and freshness of food.
- (7) The student evaluates the principles of microbiology and food safety practices. The student is expected to:
 - (A) investigate the properties of microorganisms that cause food spoilage;
 - (B) compare food intoxication and food infection;
 - (C) examine methods to destroy or inactivate harmful pathogens in foods;
 - (D) compare beneficial and harmful microorganisms, including lactic acid bacteria, acetic acid bacteria, various baking and brewing yeasts, *E. coli*, *Staphylococcus*, *Clostridium botulinum*, *Clostridium perfringens*, *Salmonella*, *Listeria*, and *Shigella*;
 - (E) analyze sanitary food-handling practices such as personal hygiene or equipment sanitation; and
 - (F) prepare for a state or national food manager sanitation certification or alternative credential within the field of food science technology.
- (8) The student examines the chemical properties of food. The student is expected to:
 - (A) describe acids, bases, salts, carbohydrates, lipids, proteins and other elements, compounds, and mixtures related to food science;
 - (B) compare heterogeneous and homogeneous mixtures;
 - (C) analyze chemical and physical changes in food; and
 - (D) use chemical symbols, formulas, and equations in food science such as oxidation of sugars in a cut apple or fermentation in the production of yogurt.
- (9) The student analyzes solutions, colloids, solids, gels, foams, and emulsions in food science. The student is expected to:
 - (A) identify the solvent and solute in various solutions such as brines;
 - (B) compare unsaturated, saturated, and supersaturated solutions, including their effects on boiling and freezing points in food preparation such as when making candy or ice cream;
 - (C) calculate the concentration of a solution using mass percent such as the concentration of sugar needed for crystallization;
 - (D) describe the properties of colloidal dispersions such as gelatin, mayonnaise, or milk;
 - (E) differentiate between and give examples of temporary, semi-permanent, and permanent emulsions;
 - (F) investigate the relationships between the three parts of a permanent emulsion; and
 - (G) create temporary, semi-permanent, and permanent food emulsions.
- (10) The student analyzes the functions of enzymes in food science. The student is expected to:
 - (A) describe the role of enzymes as catalysts in chemical reactions of food, including cheese-making, the enzymatic tenderization of meat, and oxidation of sugars in fruit;
 - (B) explain the relationship between an enzyme and a substrate;

- (C) analyze the functions of enzymes in digestion, including the factors that influence enzyme activity, and relate enzymatic activity in digestion to dietary restrictions; and
 - (D) analyze enzyme reactions in food preparation, including cheese-making, the enzymatic tenderization of meat, and oxidation of sugars in fruit.
- (11) The student evaluates the role of fermentation in food science. The student is expected to:
- (A) analyze modern and historical reasons food is fermented;
 - (B) describe the conditions under which bacterial fermentation of food occurs and use chemical equations to describe the products of fermentation; and
 - (C) prepare various fermented food products.
- (12) The student assesses the reaction of leavening agents in baked products. The student is expected to:
- (A) describe the physical and chemical changes that occur in leavening;
 - (B) identify various leavening agents and describe their functions in food production;
 - (C) use chemical equations to describe how acids act as leavening agents;
 - (D) conduct laboratory experiments with various types and amounts of leavening agents to compare the doughs and batters produced; and
 - (E) create baked products using various leavening agents.
- (13) The student explores the roles of food additives. The student is expected to:
- (A) evaluate the various types of food additives such as incidental, intentional, natural, and artificial;
 - (B) investigate the various functions of food additives such as preserving food, increasing nutritive value, and enhancing sensory characteristics; and
 - (C) research local, state, national, and international agencies involved in regulating food additives.
- (14) The student analyzes the effects of heat energy transfer in food production. The student is expected to:
- (A) analyze the relationship between molecular motion and temperature;
 - (B) compare heat transfer processes, including conduction, convection, and radiation;
 - (C) investigate the role of phase changes in food production, including crystallization, coagulation, and reduction; and
 - (D) demonstrate rates of reaction using various temperatures and describe the effects of temperature on the characteristics of food products.
- (15) The student evaluates the properties of carbohydrates in food and their effects on food production. The student is expected to:
- (A) identify the physical properties and chemical structures of simple and complex carbohydrates;
 - (B) describe the functions of carbohydrates such as caramelization, crystallization, and thickening agents in food production;
 - (C) describe the processes of gelatinization and retrogradation in food production; and
 - (D) create food products using simple and complex carbohydrates.
- (16) The student evaluates the properties of fats in food and their effects on food production. The student is expected to:

- (A) identify the physical properties and chemical structures of saturated and unsaturated fats;
 - (B) describe the functions of different types of fats in food production;
 - (C) demonstrate methods for controlling fat oxidation;
 - (D) analyze the effects of temperature on fats in food preparation;
 - (E) conduct laboratory experiments using the scientific processes to explore the functions of fats in food production; and
 - (F) create food products using saturated and unsaturated fats.
- (17) The student evaluates the properties of proteins and their effects on food production. The student is expected to:
- (A) identify the physical properties and chemical structures of proteins;
 - (B) explain the processes of protein denaturation, coagulation, and syneresis;
 - (C) describe the functions and uses of proteins such as in emulsions, foams, and gluten formation;
 - (D) analyze the effects of moisture and temperature on protein in food production such as moist and dry heat methods for preparation; and
 - (E) create food products using protein.
- (18) The student evaluates the properties of vitamins and minerals and their interrelationships in food production. The student is expected to compare the effects of food production on water- and fat-soluble vitamins and minerals.
- (19) The student evaluates the properties of water and their effects on food production. The student is expected to:
- (A) identify the properties of water, including as a solvent or medium, and its effects on food production; and
 - (B) compare the effects of hard and soft water on food production.
- (20) The student explains nutritional aspects of food production. The student is expected to:
- (A) describe how variations in human digestion and metabolism affect dietary modifications;
 - (B) identify common and special dietary modifications such as for food allergies, intolerances, or medical conditions;
 - (C) develop and modify recipes for dietary differences such as allergies and intolerances or for personal health preferences such as low-fat or sugar-free; and
 - (D) plan and create a dining experience using the most recent USDA dietary guidelines.
- (21) The student analyzes processes that manage bacteria to safe levels during food production. The student is expected to investigate processes that manage food bacteria such as dehydration, pasteurization, and food irradiation.
- (22) The student examines packaging and labeling guidelines. The student is expected to:
- (A) research and evaluate federal food packaging regulations, including the information required on a food label;
 - (B) compare global food packaging regulations to those of the United States; and
 - (C) analyze the effectiveness of commercial food packaging for specific foods.
- (23) The student analyzes food preservation processes. The student is expected to:
- (A) describe the benefits of food preservation;

- (B) compare various methods of household and commercial dehydration, canning, and freezing; and
- (C) create a food product using a selected preservation method.

Source: The provisions of this §127.565 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.566. Travel and Tourism Management (One Credit), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services.
 - (3) Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student uses oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:
 - (A) select and employ verbal skills when obtaining and conveying information;
 - (B) use verbal and nonverbal communication skills effectively with diverse constituents;
 - (C) develop and deliver presentations using appropriate technology such as to engage, inform, and persuade audiences; and
 - (D) compose a variety of written documents used in travel and tourism such as itineraries, thank you letters, presentations, and advertisements.
 - (2) The student solves problems independently and in teams using critical-thinking skills. The student is expected to:
 - (A) generate creative ideas by brainstorming possible solutions;
 - (B) guide individuals through the process of making informed travel decisions;

- (C) interpret and use industry standards for principles of budgeting and forecasting to maximize profit and growth;
 - (D) analyze customer comments to formulate improvements in services and products; and
 - (E) summarize how to use the state of the economy to plan products and services.
- (3) The student uses information technology tools specific to the travel and tourism industry to access, manage, integrate, and create information. The student is expected to:
- (A) operate and use technological applications to communicate within a workplace and perform a task;
 - (B) distinguish among the different modes of travel such as airline, cruise line, road travel, and rail;
 - (C) differentiate among recreation such as amusement, attractions, and resort venues;
 - (D) research travel arrangement systems used for booking reservations; and
 - (E) create basic multimedia publications.
- (4) The student understands roles within teams, work units, departments, organizations, inter-organization systems, and the larger environment of the travel and tourism industry. The student is expected to:
- (A) explain the functions and interactions of various departments within a travel and tourism business;
 - (B) research quality-control systems and practices;
 - (C) develop plans to accomplish organizational goals; and
 - (D) formulate collaborative plans with other related industries such as lodging, food and beverage service, and transportation agencies to provide an all-inclusive product for the customer.
- (5) The student understands the importance of health, safety, and environmental systems in the travel and tourism industry and their importance to organizational performance and regulatory compliance. The student is expected to:
- (A) identify hazards common to workplaces such as safety, health, and environmental hazards;
 - (B) use industry standards to implement safety precautions to maintain a safe worksite;
 - (C) research and relate first aid and cardiopulmonary resuscitation skills;
 - (D) describe environmental procedures that ensure a facility is in compliance with health codes;
 - (E) describe how to train others for emergency situations;
 - (F) analyze potential effects caused by common chemicals and hazardous materials; and
 - (G) compare and contrast security measures to protect the guests, staff, and property.
- (6) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:
- (A) apply team-building skills;
 - (B) apply decision-making and problem-solving skills;
 - (C) apply teamwork qualities in creating a pleasant work environment;
 - (D) determine the impact of cultural diversity on teamwork; and
 - (E) participate in community service opportunities.

- (7) The student knows and understands the importance of professional ethics and legal responsibilities. The student is expected to:
 - (A) discuss ethical reasoning to a variety of workplace situations in order to make decisions; and
 - (B) research information on organizational policies in handbooks and manuals.
- (8) The student knows and understands the importance of employability skills and is able to explore and effectively plan for managing travel and tourism careers. The student is expected to:
 - (A) identify and demonstrate behaviors and skills necessary to be employable;
 - (B) identify the training and education requirements that lead toward an appropriate certification for employment;
 - (C) demonstrate proper interview techniques;
 - (D) update or create a career portfolio;
 - (E) investigate continuing education opportunities within the industry;
 - (F) examine appropriate credentialing requirements to maintain compliance with industry requirements;
 - (G) compare and contrast the effect of stress, fatigue, and anxiety on job performance;
 - (H) complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements; and
 - (I) explore entrepreneurship opportunities within the travel and tourism industry.
- (9) The student develops principles in time management, decision making, effective communication, and prioritizing. The student is expected to:
 - (A) apply effective practices for time management;
 - (B) analyze various steps in the decision-making process for prioritizing effectively; and
 - (C) discuss the importance of balancing a career, a family, and leisure activities.
- (10) The student uses technical knowledge and skills required in the travel and tourism industry. The student is expected to:
 - (A) develop job-specific technical vocabulary;
 - (B) use marketing techniques to sell products and services;
 - (C) evaluate current and emerging technologies to improve guest services;
 - (D) explain different types of payment options;
 - (E) analyze customer service concepts and scenarios;
 - (F) describe how customer service affects a company's bottom line;
 - (G) develop an awareness of cultural diversity to enhance travel planning such as differences in social etiquette, dress, and behaviors;
 - (H) demonstrate an understanding of tourism sales and the impact on distribution systems;
 - (I) demonstrate knowledge of destination, attraction planning, and development, including the use of organizations such as convention and visitor's bureaus and state tourist boards; and
 - (J) investigate geography and factors that affect the travel and tourism industry.

Source: The provisions of this §127.566 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.567. Hotel Management (One Credit), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student uses verbal and nonverbal communication skills to create, express, and interpret information for providing a positive experience for guests and employees. The student is expected to:
 - (A) develop, deliver, and critique presentations;
 - (B) analyze various marketing strategies for a lodging property and available services;
 - (C) demonstrate proper techniques for using telecommunications equipment;
 - (D) interpret verbal and nonverbal cues to enhance communication with individuals such as coworkers, guests, and clients;
 - (E) locate written information used to communicate with individuals such as coworkers and guests;
 - (F) apply and model active listening skills to obtain and clarify information; and
 - (G) follow directions and procedures independently and in teams.
 - (2) The student solves problems independently and in teams using critical thinking, innovation, and creativity. The student is expected to:
 - (A) generate creative ideas to solve problems by brainstorming possible solutions;

- (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, employers, guests, and clients; and
 - (C) interpret and use industry standards for principles of budgeting and forecasting to maximize profit and growth.
- (3) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:
- (A) demonstrate an understanding of self-responsibility and self-management;
 - (B) identify and demonstrate both positive and negative work behaviors and personal qualities for employability; and
 - (C) evaluate the effects of health and wellness on employee performance.
- (4) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:
- (A) apply effective practices for managing time and energy;
 - (B) develop and implement stress-management techniques;
 - (C) assemble and analyze the various steps in the decision-making process; and
 - (D) evaluate the importance of balancing a career, family, and leisure activities and develop various techniques to reduce conflict.
- (5) The student understands the importance of employability skills. The student is expected to:
- (A) assemble the required training or education requirements that lead to an appropriate industry certification;
 - (B) comprehend and model skills related to seeking employment;
 - (C) assemble and/or update an electronic personal career portfolio;
 - (D) complete a job application in written and electronic format;
 - (E) examine and model proper interview techniques in applying for employment;
 - (F) complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements;
 - (G) research the local labor workforce market to determine opportunities for lodging employment; and
 - (H) investigate professional lodging organizations and development training opportunities to keep current on relevant trends and information within the lodging industry.
- (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the lodging industry. The student is expected to:
- (A) identify lodging departments and distinguish among the duties and responsibilities within each department;
 - (B) implement quality-control standards and practices;
 - (C) compare and contrast duties and responsibilities from each department to the larger lodging environment, including food and beverage services;
 - (D) identify, compare, and contrast all types of lodging properties;
 - (E) compare and contrast lodging revenue and support centers;
 - (F) compare and contrast chain and franchise lodging properties;
 - (G) create, design, and present lodging entrepreneurship opportunities; and

- (H) comprehend and model professional attire.
- (7) The student uses information technology tools specific to lodging management to access, manage, integrate, and create information. The student is expected to:
 - (A) use information technology tools to evaluate lodging work responsibilities;
 - (B) evaluate technology tools to perform workplace tasks;
 - (C) understand and evaluate the hotel/guest cycle with applicable technology;
 - (D) prepare and present complex multimedia publications;
 - (E) demonstrate knowledge and use of point-of-sale systems;
 - (F) evaluate Internet resources for industry information; and
 - (G) evaluate current and emerging technologies to improve guest services.
 - (8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:
 - (A) differentiate types of effective leadership and management styles and select which management style is effective for the lodging industry;
 - (B) apply team-building skills;
 - (C) apply decision-making and problem-solving skills;
 - (D) apply leadership and teamwork qualities in creating a pleasant working atmosphere; and
 - (E) participate in community leadership and teamwork opportunities to enhance professional skills.
 - (9) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:
 - (A) assess workplace conditions with regard to safety and health;
 - (B) apply safety and sanitation standards common to the workplace;
 - (C) analyze potential effects caused by common chemical and hazardous materials;
 - (D) demonstrate first aid and cardiopulmonary resuscitation skills;
 - (E) research sources of food-borne illness and determine ways to prevent them; and
 - (F) evaluate the need for personal hygiene and correlate this to the importance of health, safety, and environmental management systems in the organization.
 - (10) The student knows and understands the importance of professional ethics and legal responsibilities within the lodging industry. The student is expected to:
 - (A) demonstrate professional and ethical standards;
 - (B) compare and contrast the rights of the innkeeper and the rights of the guest; and
 - (C) interpret and explain written organizational policies and procedures to help employees perform their jobs.
 - (11) The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:
 - (A) develop job-specific technical vocabulary;
 - (B) explain procedures to meet guest needs, including guest registration, rate assignment, room assignment, and determination of payment methods;

- (C) differentiate the functions of meeting and event planning and how they correlate to the individual lodging property; and
- (D) understand the importance of check-out procedures to ensure guest satisfaction and verify settlement of account.

Source: The provisions of this §127.567 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.568. Hospitality Services (Two Credits), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Hospitality and Tourism, Hotel Management, and Travel and Tourism Management. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student uses communication skills in the creation, expression, and interpretation of information and ideas. The student is expected to:
 - (A) interpret communication such as verbal and non-verbal;
 - (B) recognize and respond to guest needs;
 - (C) develop listening skills to accurately process messages for guests;
 - (D) exhibit public relations skills; and
 - (E) recognize alternate communication services to assist customers with specialized needs.

- (2) The student researches career opportunities and qualifications to broaden awareness of careers available in the hospitality industry. The student is expected to:
 - (A) outline a plan for an effective job search, including developing a resume;
 - (B) demonstrate flexibility to learn new knowledge and skills;
 - (C) prioritize work responsibilities and life responsibilities;
 - (D) develop an electronic career portfolio;
 - (E) compare and contrast personal strengths and weaknesses that may determine individual potential for growth within the hospitality industry;
 - (F) explain what is needed to achieve job advancement;
 - (G) understand the role of professional organizations or industry associations;
 - (H) research the procedures for licensure, certification, or credentials for a chosen occupation;
 - (I) analyze future employment outlooks;
 - (J) demonstrate appropriate business and personal etiquette;
 - (K) develop a written organizational policy to ensure successful hospitality operations such as guest satisfaction and employee success; and
 - (L) research the major duties and qualifications for hospitality managerial positions.
- (3) The student reviews ethical and legal responsibilities or related conduct toward guests and employees within the establishment to maintain high industry standards. The student is expected to:
 - (A) examine laws regarding hiring, harassment, and safety issues;
 - (B) compare and contrast legal responsibilities and employer policies; and
 - (C) discuss ethical dilemmas.
- (4) The student uses information technology tools specific to hospitality service careers to access, manage, integrate, or create information. The student is expected to:
 - (A) examine types of technology used to manage hospitality service operations;
 - (B) research website information on hospitality service operations; and
 - (C) evaluate current and emerging technologies provided by the hospitality industry.
- (5) The student applies leadership, teamwork, and critical-thinking skills in collaboration with others to accomplish organizational goals or objectives. The student is expected to:
 - (A) demonstrate qualities that contribute to employee retention;
 - (B) formulate staff training plans to create an effective working team;
 - (C) evaluate methods of conflict-management skills to facilitate appropriate solutions;
 - (D) resolve unexpected situations in customer service;
 - (E) understand diverse employee cultures and customs; and
 - (F) value cultural diversity of guests.
- (6) The student applies marketing strategies independently and in teams. The student is expected to:
 - (A) select and assemble effective marketing strategies;
 - (B) develop promotional packages;

- (C) devise strategies for maximizing profit; and
- (D) create a business plan.
- (7) The student reviews the importance of management systems such as health, safety, and environmental and their function in performance and regulatory compliance. The student is expected to:
 - (A) determine local safety and sanitation requirements;
 - (B) explain how guests and property are protected to minimize losses or liabilities;
 - (C) outline safety and security issues and analyze solutions for individuals or groups in multiple environments to minimize risks;
 - (D) recognize potential, real, or perceived emergency situations such as a natural disaster or terrorist threat in order to respond appropriately;
 - (E) evaluate equipment for elements such as safety, functionality, and durability; and
 - (F) determine most appropriate sources of assistance such as self, coworkers, guests, the Federal Emergency Management Agency (FEMA), or first responders to use in varied emergency situations.
- (8) The student understands roles within teams, work units, departments, organizations, inter-organizational systems, or the larger environment. The student is expected to:
 - (A) implement a set of operating procedures that results in profitable operations;
 - (B) create a detailed customer service plan or process to provide maximum customer service;
 - (C) prepare a staffing guide to schedule various staff positions;
 - (D) evaluate inventory management systems used in the hospitality industry to result in profitable operations;
 - (E) describe current industry collaborations or trends that provide more inclusive products or services to customers; and
 - (F) compare and contrast organizational structures of operations such as lodging, food and beverage, travel, and recreation.
- (9) The student uses technological knowledge and skills required in food and beverage service. The student is expected to:
 - (A) evaluate prepared foods for quality and presentation to set quality standards in accordance with company standards;
 - (B) practice basic nutrition skills by planning, preparing, and presenting quality foods; and
 - (C) evaluate types of kitchen equipment to match equipment with correct cooking methodology.
- (10) The student uses technological knowledge and skills required in hotel services. The student is expected to:
 - (A) describe the necessary information collected during the registration process;
 - (B) explain how room rates are established;
 - (C) explain how standard operating guidelines such as availability, room status, and guest satisfaction are used to assign rooms to arriving guests;
 - (D) examine the account settlement procedures on different methods of payment;
 - (E) explain how a hotel's computer system is used to create guest accounts; and
 - (F) summarize correct check-out procedures to prevent oversights or errors.

- (11) The student uses technological knowledge and skills required in travel and tourism. The student is expected to:
 - (A) develop technical vocabulary for lodging, food and beverage service, recreation, and travel;
 - (B) compare and contrast diverse transportation options;
 - (C) integrate various or diverse elements of the travel and tourism industry to create a personalized travel experience for a customer; and
 - (D) compare and contrast products and services from related industries.

Source: The provisions of this §127.568 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.569. Foundations of Restaurant Management (One Credit), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service management, along with current food service industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer or client awareness, and leadership in the food service industry. Students will gain an understanding of restaurant operations and the importance of communicating effectively to diverse audiences for different purposes and situations in food service operations and management. Students will learn how the front of the house and the back of the house of restaurant management operate and collaborate and will obtain value-added certifications in the industry to help launch themselves into food service careers.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates professional standards as required by the food service industry. The student is expected to:
 - (A) explain the importance of and demonstrate effective oral and written communication;

- (B) describe professional grooming, hygiene, and appropriate uniform standards for various food service positions and scenarios;
 - (C) describe how punctuality and time-management skills are critical to the success of employees and businesses in the food service industry;
 - (D) describe what demonstrating self-respect and respect for others looks like;
 - (E) analyze and demonstrate effective teamwork strategies and leadership styles;
 - (F) describe initiative, adaptability, and problem-solving techniques and discuss how each may be used in the food service industry; and
 - (G) identify opportunities to participate in community leadership and teamwork activities that enhance professional skills.
- (2) The student develops academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the food service industry. The student is expected to:
- (A) use information management methods and tools to organize oral and written information;
 - (B) create a variety of written documents such as job descriptions, menus, presentations, and advertisements;
 - (C) calculate numerical concepts such as weights, measurements, pricing, and percentages;
 - (D) identify how scientific principles used in the food service industry affect customer service and profitability; and
 - (E) explain how to operate a profitable restaurant using mathematics and science knowledge and skills.
- (3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:
- (A) develop and deliver business presentations;
 - (B) identify and create various marketing strategies used by the food service industry to increase customer or client traffic and profitability;
 - (C) plan and facilitate new staff member training;
 - (D) explain how interpersonal communications such as verbal and nonverbal cues enhance communication with coworkers, employees, managers, and customers or clients; and
 - (E) explain how active listening skills can affect employee morale and customer service.
- (4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:
- (A) develop ideas to increase customer service, employee morale, and profitability; and
 - (B) describe how employing critical-thinking and interpersonal skills can help resolve conflicts with individuals such as coworkers, customers or clients, and employers.
- (5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:
- (A) identify information technology tools and applications used to perform workplace responsibilities and explain how the tools and applications may be used to increase productivity;
 - (B) describe how business financial statements may be evaluated to increase profitability;
 - (C) analyze customer service scenarios and make recommendations for improvements;

- (D) explain how point-of-sale systems are used to evaluate business outcomes and provide customer service; and
 - (E) design Internet resources for business profitability.
- (6) The student understands the various roles and responsibilities within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:
- (A) compare the roles and responsibilities of food service operations staff, including back-of-the-house, front-of-the-house, and support roles, and explain how each impact profitability of business operations;
 - (B) explain how developing strategic work schedules impacts effective customer service and profitability;
 - (C) investigate quality-control standards and practices and analyze how those standards and practices affect restaurant profitability;
 - (D) analyze various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service for cost and level of profitability;
 - (E) describe how various place settings impact the customer service experience and profitability of the business; and
 - (F) explain how proper service techniques in food service operations contribute to the customer or client experience.
- (7) The student understands the importance of health, safety, and environmental management systems in organizations and their impact on organizational performance, profitability, and regulatory compliance. The student is expected to:
- (A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;
 - (B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;
 - (C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;
 - (D) research and discuss sources of food-borne illness and determine ways to prevent them;
 - (E) identify and explain the appropriate use of types of personal protective equipment used in industry;
 - (F) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (G) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;
 - (H) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (I) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;
 - (J) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

- (K) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
 - (L) explain the components of a hazard communication program; and
 - (M) explain and give examples of safety and health training requirements specified by standard setting organizations.
- (8) The student explores professional ethics and legal responsibilities within the food service industry. The student is expected to:
- (A) research and describe laws and guidelines affecting operations in the restaurant industry; and
 - (B) explain the reasons for liability insurance in the restaurant industry.
- (9) The student understands the importance of developing skills in time management, decision making, and prioritization. The student is expected to:
- (A) identify and explain delegation of tasks related to the effective operation of a food service establishment;
 - (B) describe the relationships between scheduling, payroll costs, and sales forecasting; and
 - (C) analyze various steps in determining the priority of daily tasks to be completed in a food service establishment.
- (10) The student investigates the skills, training, and educational requirements needed to successfully gain and maintain employment in the food service industry and explores local and regional opportunities in the industry. The student is expected to:
- (A) describe effective strategies for seeking employment in the food service industry;
 - (B) identify the required training and educational requirements that lead to a career in the food service industry;
 - (C) select educational and work history highlights to include in a career portfolio;
 - (D) create and update a personal career portfolio;
 - (E) describe and demonstrate effective interviewing techniques for gaining employment in the food service industry;
 - (F) create a personal training plan for obtaining employment in a specific occupation such as Texas Alcoholic Beverage Commission training and Food Safety and Sanitation training in the food service industry;
 - (G) research and analyze the local and regional labor market to determine opportunities in the food service industry;
 - (H) investigate professional development opportunities to keep current on relevant trends and information within the food service industry; and
 - (I) identify and discuss entrepreneurship opportunities within the food service industry.
- (11) The student explores factors that have shaped the food service industry. The student is expected to:
- (A) research and describe the history and growth of the food service industry;
 - (B) explain how culture and globalization influence the food service industry; and
 - (C) analyze current trends affecting the food service industry.
- (12) The student understands factors that affect the profitability of a food service business. The student is expected to:

- (A) explain the importance of effectively managing inventory to maintain profitability of the food service business;
- (B) describe and demonstrate effective stewarding processes and procedures such as establishing thorough cleaning schedules and proper dishwashing techniques;
- (C) describe how proper food storage techniques affect the profitability of an establishment;
- (D) explain how pricing and controlling costs such as labor and supplies affect the profitability of a food service business; and
- (E) analyze how customer service and customer or client loyalty affect the profitability of a food service business and compare strategies for building and maintaining customer loyalty.

Source: The provisions of this §127.569 adopted to be effective August 1, 2025, 50 TexReg 3752.

§127.571. Event and Meeting Planning (One Credit), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Hospitality and Tourism Career Cluster. Recommended prerequisite: Principles of Hospitality and Tourism, Hotel Management, or Travel and Tourism Management. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Event and Meeting Planning introduces students to the concepts and topics necessary to understand the meetings, events, expositions, and conventions (MEEC) industry. The course will review the roles of the organizations and people involved in the businesses that comprise the MEEC industry.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student recognizes the importance of and uses oral and written communication skills in creating, expressing, and interpreting information and ideas. The student is expected to:
 - (A) explain the importance of using verbal and non-verbal communication skills effectively with customers or clients and colleagues;

- (B) summarize information formally and informally;
 - (C) synthesize information from various sources and determine how to prioritize and convey relevant information to customers or clients and colleagues;
 - (D) explain how to use active listening skills to obtain and clarify information;
 - (E) develop and deliver different types of presentations such as informative, instructional, persuasive, and decision making;
 - (F) identify interpersonal skills used to maintain internal and external customer or client satisfaction and describe how effectively using those interpersonal skills impacts customer or client relationships; and
 - (G) identify and use technical vocabulary related to the meeting and event planning industry.
- (2) The student applies academics with career-readiness skills. The student is expected to:
- (A) explain how applying mathematical skills to business transactions such as sales forecasting, service pricing, and planning for profitability are essential to operating a successful business;
 - (B) calculate and interpret key ratios, financial statements, and budgets related to the hospitality event and meeting planning industry;
 - (C) identify opportunities in the hospitality industry to use advanced reading, writing, and mathematics skills;
 - (D) analyze and summarize data from tables, charts, and graphs to estimate and find solutions to problems and identify opportunities for increased profitability; and
 - (E) identify and use industry standards for budgeting and forecasting to maximize profit and growth.
- (3) The student explores career opportunities available within the meeting and event planning segment of the hospitality industry. The student is expected to:
- (A) compile a list of professional organizations that support the professionals in the convention, meeting, and event planning industry;
 - (B) develop a personal training plan to keep current on relevant trends and information within the meeting and event planning industry; and
 - (C) identify occupational opportunities for meeting and event planning for hospitality businesses and corporate businesses.
- (4) The student explores the history of and current trends and career opportunities in the meeting and event planning industry. The student is expected to:
- (A) describe how the meeting and event planning industry has evolved;
 - (B) analyze and describe current trends in the meeting and event planning industry;
 - (C) describe the varied occupations related to meeting and event planning such as meeting planning and management, conference planning and management, trade show planning and management, social event planning and management, association and non-profit meeting planning and management, corporation meeting planning and management, convention and visitor bureau planning and management, and destination management planning and organization;
 - (D) describe how a professional mentor can be beneficial to a career and identify potential mentors in the meeting and event planning industry; and
 - (E) create a career plan to achieve the desired career position in the meeting and event planning industry.

- (5) The student explores how varying needs of customers or clients impact the event planning industry. The student is expected to:
 - (A) explain the importance of meeting the varying needs of customers or clients for the successful operation of a business;
 - (B) explain how a business plan and business activities may be modified to meet the varying needs of customers or clients; and
 - (C) describe how understanding diversity such as differences in social etiquette, dress, and behaviors may positively impact event and meeting planning.
- (6) The student uses information technology tools in event and meeting planning to access, manage, integrate, and create information. The student is expected to:
 - (A) research and compare event planning software and technology tools such as tools that manage attendee engagement or provide marketing services that help perform workplace tasks and meet business objectives;
 - (B) create complex multimedia publications and presentations for clients and colleagues;
 - (C) explain how point-of-sale systems are used in the meeting and event planning industry;
 - (D) explain how Internet resources can promote industry growth;
 - (E) investigate and evaluate current and emerging technologies used to improve guest services; and
 - (F) use electronic tools to produce appropriate communication for planning and selling meetings and events.
- (7) The student understands the professional, ethical, and legal responsibilities in event and meeting planning services. The student is expected to:
 - (A) explain ethical conduct such as maintaining client confidentiality and privacy of sensitive content when interacting with others;
 - (B) identify different components of a meeting or event contract;
 - (C) investigate and describe applicable rules, laws, and regulations related to event and meeting planning;
 - (D) discuss the reasons for providing event security;
 - (E) compare options for event insurance; and
 - (F) explain the reasons for event insurance.
- (8) The student understands the importance of health, safety, and environmental management systems and their impact on organizational performance and regulatory compliance. The student is expected to:
 - (A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;
 - (B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;
 - (C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;
 - (D) research and discuss sources of food-borne illness and determine ways to prevent them;
 - (E) identify and explain the appropriate use of types of personal protective equipment used in industry;

- (F) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;
 - (G) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;
 - (H) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;
 - (I) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;
 - (J) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;
 - (K) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
 - (L) explain the components of a hazard communication program; and
 - (M) explain and give examples of safety and health training requirements specified by standard setting organizations.
- (9) The student explores marketing strategies and how effective marketing strategies are used in the meeting and event planning industry. The student is expected to:
- (A) develop effective marketing strategies for meetings and events;
 - (B) create promotional packages for meetings and events;
 - (C) design an effective, comprehensive menu;
 - (D) analyze the state of the economy to plan effective meeting and event services; and
 - (E) develop a meeting and events business plan.
- (10) The student understands and demonstrates appropriate professional customer service skills required by the meeting and event planning industry. The student is expected to:
- (A) create a detailed plan or process to provide maximum customer service;
 - (B) describe and demonstrate how critical-thinking and interpersonal skills are effectively used to resolve conflicts with individuals such as coworkers, employers, guests, and clients; and
 - (C) analyze customer or client feedback to formulate improvements in services and products.
- (11) The student explores different business segments and stakeholders within the event and meeting planning industry. The student is expected to:
- (A) compare roles and responsibilities of various departments in the larger lodging environment, including food and beverage services;
 - (B) differentiate between meeting and event planning operations for different clients such as business, leisure, professional organizations, and students; and
 - (C) identify the various stakeholders in the MEEC industry.
- (12) The student understands the roles and responsibilities within teams, work units, departments, organizations, and the larger environment of the meeting and event planning industry. The student is expected to:
- (A) differentiate between the roles and responsibilities of meeting and event planning staff and lodging property staff;

- (B) describe the responsibilities of an event manager or planner;
 - (C) identify and explain how operating procedures can contribute to profitable operations; and
 - (D) identify and explain how inventory management systems used in the meeting and event planning industry can contribute to profitable operations.
- (13) The student knows how to create a functional and aesthetic meeting and event plan to meet the customer or client requirements. The student is expected to:
- (A) describe how to conduct a pre-meeting or pre-event meeting with potential clients to identify the meeting or event requirements;
 - (B) discuss the importance of a meeting venue floorplan specification chart and appropriate meeting room set-up;
 - (C) compare various meeting room set-up options and describe the benefits of each option;
 - (D) describe how meeting room set-up options vary based on the venue;
 - (E) develop a meeting room set-up for a planned event;
 - (F) calculate the square footage required for an event based on the number of anticipated attendees for the event;
 - (G) identify and design effective traffic patterns for a specific event;
 - (H) explain and demonstrate proper table rotations; and
 - (I) develop a staffing guide to schedule various staff for a meeting or event.
- (14) The student understands the importance of collaborating with various companies to provide an all-inclusive successful meeting or event. The student is expected to:
- (A) identify the various entities involved in the meeting and event planning industry such as convention and visitors' bureaus, group travel companies, entertainers, recreations, amusements, attractions, florists, caterers, and venues and differentiate between the roles each entity plays in planning the meeting or event;
 - (B) differentiate between event sponsors, organizers, and producers and the events that are coordinated by each;
 - (C) explain and demonstrate how to effectively plan and negotiate with various entities to deliver a successful meeting or event;
 - (D) compare products and services from related industries; and
 - (E) explain how the meeting and event planning process differs based on the venue such as hotels and resorts, convention and visitors' centers, event centers, and destination venues and describe the pros and cons of convening a meeting or event at various venues.

Source: The provisions of this §127.571 adopted to be effective August 1, 2025, 50 TexReg 3752.

§127.600. Practicum in Culinary Arts (Two Credits), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Culinary Arts. Students shall be awarded two credits for successful completion of this course. A student

may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
- (3) Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts 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.
- (4) Students are taught employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.
- (5) Instructions may be delivered through school-based laboratory training or through work-based delivery arrangement such as cooperative education, mentoring, and job shadowing.
- (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
- (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

- (1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:
 - (A) identify employment opportunities;
 - (B) demonstrate the application of essential workplace skills in the career acquisition process;
 - (C) complete employment-related documents such as job applications, I-9 and W-4 forms, and job descriptions; and
 - (D) demonstrate proper interview techniques in various situations.
- (2) The student develops skills for success in the workplace. The student is expected to:
 - (A) comprehend and model appropriate grooming and appearance for the workplace;
 - (B) demonstrate dependability, punctuality, and initiative;
 - (C) develop positive interpersonal skills, including respect for diversity;
 - (D) demonstrate appropriate business and personal etiquette in the workplace;
 - (E) exhibit productive work habits, ethical practices, and a positive attitude;
 - (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;

- (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
 - (H) prioritize work to fulfill responsibilities and meet deadlines;
 - (I) evaluate the relationship of good physical and mental health to job success and personal achievement;
 - (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
 - (K) apply effective listening skills used in the workplace.
- (3) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:
- (A) relate how personal integrity affects human relations on the job;
 - (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
 - (C) implement employer expectations;
 - (D) demonstrate respect for the rights of others;
 - (E) demonstrate ethical standards; and
 - (F) comply with organizational policies.
- (4) The student applies academics and job-readiness skills. The student is expected to:
- (A) apply mathematical skills to business transactions;
 - (B) develop a personal budget based on career choice;
 - (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
 - (D) organize and compose workplace documents.
- (5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:
- (A) compare workplace policies reflecting various business establishments;
 - (B) apply responsible and ethical behavior;
 - (C) summarize provisions of the Fair Labor Standards Act;
 - (D) describe the consequences of breach of confidentiality; and
 - (E) research and model laws related to culinary arts professions.
- (6) The student applies the use of interpersonal skills to accomplish objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
 - (B) apply leadership and career development skills through participation in activities such as career and technical student organizations.
- (7) The student uses concepts and skills related to safety in the workplace. The student is expected to:
- (A) identify and apply safe working practices;
 - (B) solve problems related to unsafe work practices and attitudes;
 - (C) explain Occupational Safety and Health Administration regulations in the workplace;

- (D) analyze health and wellness practices that influence job performance; and
 - (E) prepare for a state or national food sanitation certification or other appropriate certification.
- (8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:
- (A) analyze the future employment outlook in the occupational area;
 - (B) describe entrepreneurial opportunities in the area of culinary arts;
 - (C) evaluate nontraditional food service careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant;
 - (D) identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities;
 - (E) evaluate strategies for career retention and advancement in response to the changing hospitality industry;
 - (F) compare and contrast the rights and responsibilities of employers and employees; and
 - (G) determine effective money management and financial planning techniques.
- (9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:
- (A) evaluate employment options, including salaries and benefits;
 - (B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
 - (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
 - (D) demonstrate effective methods to secure, maintain, and terminate employment.
- (10) The student demonstrates proper culinary techniques and knowledge of the professional kitchen. The student is expected to:
- (A) use large and small equipment in a commercial kitchen;
 - (B) develop food production and presentation techniques;
 - (C) demonstrate moist, dry, and combination cookery methods;
 - (D) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables;
 - (E) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
 - (F) demonstrate proper receiving and storage techniques;
 - (G) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
 - (H) compare and contrast the pairing of cuisine and service styles in food service operations.
- (11) The student determines how successful marketing impacts a food service operation. The student is expected to:
- (A) explain marketing, product, service, presentation, and communication mixes;
 - (B) generate a marketing plan for multiple food service operations;
 - (C) evaluate the marketing plans based on various demographics;

- (D) conduct market analysis and predict impact on current economy;
 - (E) identity marketing communication formats across multiple platforms; and
 - (F) design the menu as a marketing tool.
- (12) The student documents technical knowledge and skills. The student is expected to:
- (A) complete a professional career portfolio to include items such as an updated resume, documentation of technical skill competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, participation in student and professional organizations, abstract of key points of the practicum, and practicum supervisor evaluations; and
 - (B) present the portfolio to interested stakeholders.

Source: The provisions of this §127.600 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.601. Extended Practicum in Culinary Arts (One Credit), Adopted 2015.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. 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 and Tourism Career Cluster. Prerequisite: Culinary Arts. Corequisite: Practicum in Culinary Arts. This course must be taken concurrently with Practicum in Culinary Arts and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts 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.
 - (4) Students are taught employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.
 - (5) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

- (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student applies professional communications strategies. The student is expected to:
 - (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (B) present information formally and informally in an effective manner;
 - (C) apply active listening skills to obtain and clarify information; and
 - (D) exhibit public relations skills to maintain internal and external customer/client satisfaction.
 - (2) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.
 - (3) The student understands and applies proper safety techniques in the workplace. The student is expected to:
 - (A) comply with Occupational Safety and Health Administration regulations in the workplace;
 - (B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents;
 - (C) analyze health and wellness practices that influence job performance; and
 - (D) understand and follow workplace safety rules and regulations.
 - (4) The student understands the professional, ethical, and legal responsibilities in culinary arts. The student is expected to:
 - (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (B) show integrity by choosing the ethical course of action when making decisions; and
 - (C) comply with all applicable rules, laws, and regulations in a consistent manner.
 - (5) The student demonstrates proper culinary techniques and knowledge of the professional kitchen. The student is expected to:
 - (A) demonstrate proper use of large and small equipment in a commercial kitchen with increased proficiency;
 - (B) demonstrate advanced food production and presentation techniques;
 - (C) demonstrate moist, dry, and combination cookery methods;
 - (D) demonstrate advanced food preparation skills used in commercial food service preparations;
 - (E) demonstrate advanced baking techniques;
 - (F) demonstrate proper receiving and storage techniques; and
 - (G) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen.

Source: The provisions of this §127.601 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.602. Practicum in Hospitality Services (Two Credits), Adopted 2015.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Hospitality Services. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) 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.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) 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;

- (H) collaborate with others to support the organization and complete assigned tasks as a team;
 - (I) organize work to fulfill responsibilities and meet deadlines; and
 - (J) compare and contrast the relationship of good physical and mental health strategies for job success and work-life balance.
- (2) 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;
 - (E) compare and contrast the hospitality code of ethics and ethical standards; and
 - (F) support organizational policies and procedures.
- (3) 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.
- (4) The student applies ethical behavior standards, safety procedures, and legal responsibilities within the workplace. The student is expected to:
- (A) compare and contrast published workplace policies;
 - (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.
- (5) 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; and
 - (B) model leadership through participation in activities such as career and technical student organizations.
- (6) 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.

- (7) 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.
- (8) 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.
- (9) The student understands the knowledge and skills required for careers in the lodging industry. The student is expected to:
 - (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;
 - (C) research and create a meeting/event company;
 - (D) evaluate current and emerging technologies to improve guest services; and
 - (E) determine the correct procedures for the traditional hotel guest cycle.
- (10) 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
 - (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:
 - (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.

Source: The provisions of this §127.602 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.603. Extended Practicum in Hospitality Services (One Credit), Adopted 2015.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2017-2018 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. 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 and Tourism Career Cluster. Recommended prerequisite: Hospitality Services. Corequisite: Practicum in Hospitality Services. This course must be taken concurrently with Practicum in Hospitality Services and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (c) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) Extended Practicum in Hospitality Services is a unique practicum experience that provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended 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.
 - (4) 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. Extended 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.
 - (5) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangement such as cooperative education, mentoring, and job shadowing.

- (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student applies professional communications strategies. The student is expected to:
 - (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;
 - (B) present information formally and informally in an effective manner;
 - (C) analyze, interpret, and effectively communicate information;
 - (D) apply active listening skills to obtain and clarify information; and
 - (E) exhibit public relations skills to maintain internal and external customer/client satisfaction.
 - (2) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.
 - (3) The student understands and applies proper safety techniques in the workplace. The student is expected to:
 - (A) demonstrate an understanding of and consistently follow workplace safety rules and regulations; and
 - (B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents.
 - (4) The student understands the professional, ethical, and legal responsibilities in hospitality services. The student is expected to:
 - (A) practice ethical conduct when interacting with others such as maintaining client confidentiality and maintaining privacy of sensitive content;
 - (B) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
 - (C) show integrity by choosing the ethical course of action when making decisions;
 - (D) demonstrate proper etiquette and knowledge of acceptable-use policies when using networks, especially resources on the Internet and intranet; and
 - (E) comply with all applicable rules, laws, and regulations in a consistent manner.
 - (5) The student participates in a supervised hospitality experience. The student is expected to:
 - (A) conduct, document, and evaluate learning activities in a supervised hospitality experience;
 - (B) practice technical procedures such as registration, rate assignment, room assignment, and determination of payment methods needed to meet guest needs;
 - (C) examine, understand, and articulate job-specific technical vocabulary;
 - (D) demonstrate proficiency in the duties for an appropriate department of a hotel or tourism venue; and
 - (E) collect representative work samples.

Source: The provisions of this §127.603 adopted to be effective August 1, 2025, 50 TexReg 4421.

§127.604. Practicum in Event and Meeting Planning (Two Credits), Adopted 2025.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: a minimum of two credits with at least one credit in a Level 2 or higher course from the Hospitality and Tourism Career Cluster. Recommended prerequisite: Event and Meeting Planning. Students shall be awarded two credits for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.
 - (3) The Practicum in Event and Meeting Planning course will reinforce the concepts and topics necessary for the comprehensive understanding of the meetings, events, expositions, and conventions (MEEC) industry. The central focus of this course is to integrate academic education with local MEEC businesses to prepare students for success in the work force and/or postsecondary education. Students will benefit from a combination of classroom instruction and a work-based learning experience. Students will learn employability skills, communication skills, customer service skills, and other activities related to job acquisition. The course is recommended for students who have completed the required prerequisites.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student applies professional advancement skills and strategies in the meeting and event planning industry. The student is expected to:
 - (A) develop strategies to enhance career advancement and promote lifelong industry learning;
 - (B) describe historical events that have affected the event and meeting planning industry;
 - (C) formulate plans to address current events that have an effect on the event and meeting planning industry;
 - (D) document in manual and electronic format acquired technical knowledge and skills needed for success in the meeting planning industry;
 - (E) produce and present a professional portfolio, including a current resume, documentation of skill attainment or technical competencies, recognitions, awards, scholarships, community service activities, student organization participation, evaluations, letters of recommendation, and cover letters;

- (F) evaluate employment options by comparing salaries and benefits offered by different companies and occupations within the industry; and
 - (G) develop a personal budget based on career choice using effective money management and financial planning techniques.
- (2) The student demonstrates the ethics and etiquette necessary for the meeting and event planning workplace. The student is expected to:
- (A) practice appropriate business and personal etiquette in the workplace;
 - (B) display appropriate electronic communication techniques and etiquette;
 - (C) exhibit the behaviors that align with the hospitality code of ethics and ethical standards; and
 - (D) determine the most ethical behavior or course of action in response to various situations experienced in the meeting and event planning industry.
- (3) The student develops and demonstrates the interpersonal and customer service skills needed for success in the meeting and event planning environment. The student is expected to:
- (A) exhibit essential workplace characteristics such as organization, perseverance, motivation, dependability, punctuality, initiative, self-control, and the ability to accept and act on criticism;
 - (B) demonstrate effective team-building skills such as collaboration, planning, conflict resolution, rapport-building, decision-making, problem-solving, and persuasion and influencing techniques;
 - (C) identify and respond to customer or client needs, including resolving customer dissatisfaction;
 - (D) exercise leadership by anticipating and proactively diffusing potential event issues; and
 - (E) negotiate to resolve conflicts in the workplace and with customers by using strategies such as active listening, "I" messages, negotiation, and offering win-win solutions.
- (4) The student demonstrates the industry-based knowledge and skills required for a successful career in the event and meeting planning industry. The student is expected to:
- (A) employ job-specific technical vocabulary with accuracy and fluency;
 - (B) explain event planning procedures designed to ensure client needs are met such as Banquet Event Orders, rate assignment, event organization, client relations, and determination of payment methods;
 - (C) assess meeting or event company structures and traits that lead to profitability and business success;
 - (D) determine the correct procedures for the execution of client events and contracts;
 - (E) identify and organize tasks for daily operation;
 - (F) describe societal events that have shaped the event and meeting planning industry both in the past and present; and
 - (G) interpret the role of the convention and visitors' bureau in the event and meeting planning industry.
- (5) The student develops and practices awareness of varying needs of customers or clients understands the impact of diversity on the industry. The student is expected to:
- (A) assesses how varying needs of customers or clients impacts the event planning industry both from a planning and profitability aspect;
 - (B) demonstrate respect for individual differences;

- (C) explain the importance of meeting the varying needs of customers or clients for the successful operation of a business;
 - (D) develop business plans and activities to meet the varying needs of customers or clients; and
 - (E) describe differences in social etiquette, dress, and behaviors and explain how differences affect the event planning process.
- (6) The student uses information technology tools in event and meeting planning to access, manage, integrate, and create information. The student is expected to:
- (A) evaluate current and emerging technologies that improve client services;
 - (B) evaluate and incorporate event planning software and technology tools that help to perform workplace tasks and meet business objectives;
 - (C) create and present multi-level (complex) multimedia presentations to clients;
 - (D) use and problem-solve issues with point-of-sale systems;
 - (E) design a plan for using Internet resources to maximize company profitability; and
 - (F) use appropriate electronic communication tools for planning and selling meetings and events.
- (7) The student differentiates between and adapts to various roles, types of events, and functions. The student is expected to:
- (A) differentiate between the types of event sponsors, organizers, and producers and their events such as trade shows, conferences, social events, and corporate meetings;
 - (B) identify various suppliers for different event planning needs and explain how they service different events;
 - (C) describe the importance of sales coordinators to events and meetings regardless of organization or type of event;
 - (D) evaluate and modify different types of catering options and menus based on the needs of the event or organization;
 - (E) evaluate and modify different types of meeting room set-ups (banquet, classroom, theater, and reception) based on the needs of the event or organization; and
 - (F) determine and organize staff and resources according to the specific needs of the organization and event.
- (8) The student collaborates within departments, organizations, and the larger environment of the meeting and event planning industry. The student is expected to:
- (A) analyze the roles and responsibilities of each level of the management structure of a venue;
 - (B) identify the advantages and disadvantages of different event destinations and facilities and their effects on profitability and customer satisfaction;
 - (C) analyze the roles and responsibilities of an in-house event manager or planner as compared to independent professionals; and
 - (D) define specific roles and responsibilities when interfacing with destination venues.
- (9) The student understands and can articulate the factors that contribute to a successful and profitable event. The student is expected to:
- (A) analyze the expenses associated with the planning and production of a meeting or event;

- (B) analyze and evaluate how marketing techniques impact operation and profitability related to an event;
 - (C) calculate costs of supplies and evaluate how costs affect profitability;
 - (D) evaluate the impact of payroll expenses on profitability;
 - (E) analyze and modify operating procedures to result in more profitable or cost-effective operations;
 - (F) research and create a marketing plan for various markets such as weddings, government and military groups, professional and educational organizations, family or social gatherings, and geography;
 - (G) identify profit margins associated with various markets; and
 - (H) evaluate the importance of conducting pre-and post-event evaluations for continuous improvement.
- (10) The student demonstrates knowledge of potential liability situations that can affect business reputation and profitability. The student is expected to:
- (A) compare and contrast different levels of insurance and liability limits for events;
 - (B) analyze customer-provided insurance options for events;
 - (C) identify and explain legal, health, and safety obligations related to event planning;
 - (D) assess the implications and responsibilities associated with providing or allowing alcohol at an event; and
 - (E) research law enforcement requirements for events and meetings.

Source: The provisions of this §127.604 adopted to be effective August 1, 2025, 50 TexReg 3752.