

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

Subchapter K. Hospitality and Tourism

§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.

§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.

§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.