

ATTACHMENT IV
Text of Proposed New 19 TAC

**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) 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.
- (b) 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-restaurant management, along with current food service-restaurant industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer awareness and leadership in the food service-restaurant industry. Students will gain an understanding of restaurant operations and the importance of communicating effectively to diverse audiences, purposes and situations in food service-restaurant 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 obtain value-added certifications in the industry to help launch themselves into restaurant/foodservice careers.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (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.
- (a) Knowledge and skills.
- (1) The student demonstrates professional standards as required by the food service-restaurant business and industry. The student is expected to:
- (A) demonstrate effective oral and written communication;
- (B) apply professional grooming, hygiene and appropriate uniform standards;
- (C) exercise punctuality and time-management skills;
- (D) demonstrate self-respect and respect for others;
- (E) demonstrate effective teamwork and leadership; and
- (F) employ initiative, adaptability, and problem-solving techniques in practical applications.
- (2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the food service-restaurant industry. The student is expected to:
- (A) organize oral and written information;

- (B) compose 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-restaurant industry affect customer service and profitability; and
 - (E) use mathematics and science knowledge and skills to explain how to operate a profitable restaurant.
- (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-restaurant industry to increase customer 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, employers, customers, and 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) generate creative ideas to increase customer service, employee morale, and profitability; and
 - (B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, 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) use information technology tools and applications to perform workplace responsibilities;
 - (B) evaluate business financial statements to increase profitability;
 - (C) evaluate customer service and make recommendations for improvements;
 - (D) demonstrate knowledge and use of point-of-sale systems to evaluate business outcomes and provide customer service; and
 - (E) design Internet resources for business profitability.
- (6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service-restaurant industry. The student is expected to:
- (A) relate the different types and functions of back-of-the-house, front-of-the-house, and support roles to profitable food service-restaurant operations;
 - (B) create a work schedule to provide exceptional customer service while maintaining profitability;
 - (C) investigate quality-control standards and practices that affect restaurant profitability;
 - (D) evaluate various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service for cost and level of profitability;
 - (E) connect various place settings to the customer service experience and profitability; and
 - (F) explain how proper service techniques in food service-restaurant operations contribute to the customer experience.

- (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance, profitability, 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) apply safety and sanitation standards common to the workplace;
 - (D) research sources of food-borne illness and determine ways to prevent them;
 - (E) determine professional attire and personal hygiene for restaurant employees;
 - (F) describe the impact of unacceptable workplace conditions, improper storage of chemicals, and food-borne illness on profitability and reputation of the food service-restaurant business; and
 - (G) prepare for a state or national food sanitation certification or other appropriate certifications.
- (8) 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) describe and apply effective communication strategies in interactions with supervisors and business owners;
 - (D) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
 - (E) participate in community leadership and teamwork opportunities to enhance professional skills.
- (9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service-restaurant industry. The student is expected to:
- (A) demonstrate knowledge of laws and guidelines affecting operations in the restaurant industry; and
 - (B) explain the reasons for liability insurance in the restaurant industry.
- (10) 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.
- (11) The student develops principles in time management, decision making, and prioritization. The student is expected to:
- (A) apply effective practices for delegating tasks related to the operation of an effective food service-restaurant establishment;
 - (B) describe the relationships between scheduling, payroll costs, and sales forecasting;

- (C) analyze various steps in determining the priority of daily tasks to be completed in a food service-restaurant business; and
 - (D) discuss the importance of creating a work life balance.
- (12) 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-restaurant industry;
 - (B) identify the required training and educational requirements that lead toward a career in the food service-restaurant industry;
 - (C) select educational and work history highlights to include in a career portfolio;
 - (D) create and update a personal career portfolio;
 - (E) summarize effective selection and interviewing approaches used in the restaurant industry;
 - (F) recognize training required for a food service-restaurant occupation such as TABC training and Food Safety and Sanitation training;
 - (G) research the local and regional labor workforce market to determine opportunities for advancement in the food service-restaurant industry;
 - (H) investigate professional development training opportunities to keep current on relevant trends and information within the food service-restaurant industry; and
 - (I) recognize entrepreneurship opportunities within the food service-restaurant industry.
- (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service-restaurant industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:
- (A) define job-specific technical vocabulary;
 - (B) formulate improvements in services and products and training of staff to address customer comments;
 - (C) detail ways to achieve high rates of customer satisfaction;
 - (D) explain processing of different types of payment options to facilitate customer payments for services; and
 - (E) demonstrate technical skills used in identifying quality food service-restaurant.
- (14) The student understands factors that have shaped the food service-restaurant industry. The student is expected to:
- (A) outline the history and growth of the food service-restaurant industry;
 - (B) explain cultural globalization and its influence on the food service-restaurant industry; and
 - (C) evaluate current trends affecting the food service-restaurant industry.
- (15) The student understands factors that affect the profitability of a food service-restaurant business. The student is expected to:
- (A) evaluate inventory results in order to maintain profitability of the food service-restaurant business;
 - (B) describe and demonstrate effective stewarding processes and procedures;
 - (C) relate proper food storage techniques to the profitability of the establishment;

- (D) explain how controlling costs such as labor and supplies affect the profitability of the food service-restaurant business;
- (E) describe how pricing affects the profitability of the food service-restaurant business;
- (F) analyze how customer service affects the profitability of the food service-restaurant business; and
- (G) investigate how customer loyalty affects profitability.

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

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism, Hotel management and/or Travel and Tourism Management. Students shall be awarded one credit for successful completion of this course.

(b) 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 event and Meeting Planning introduces students to the concepts and topics necessary for the comprehensive understanding of the fundamentals of the meetings, conventions, events, and exposition industries. The course will review the roles of the organizations and people involved in the businesses that comprise the Meetings, Events, Expositions and Convention (MEEC) industry.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (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.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professional standards and personal qualities such as punctuality, initiative, leadership, appreciation for diversity, conflict management, work ethic, and adaptability;
 - (B) demonstrate critical thinking, innovation, and creativity in the problem-solving process;
 - (C) evaluate and demonstrate appropriate grooming and appearance for the workplace;
 - (D) combine teamwork and conflict-management skills to achieve collective goals;
 - (E) use planning and time-management skills and tools to enhance results and complete work tasks;
 - (F) explain the essential workplace skills in the career acquisition process;
 - (G) prepare and complete employment-related documents such as job applications (written and electronic formats) and I-9 and W-4 forms;
 - (H) develop and implement stress-management techniques;
 - (I) create and analyze the various steps in the decision-making process; and
 - (J) demonstrate proper interview techniques in various situations.

- (2) 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) apply verbal and non-verbal communication skills effectively with clients and in the workplace;
 - (B) summarize information formally and informally;
 - (C) appraise, formulate, and convey information;
 - (D) apply active listening skills to obtain and clarify information;
 - (E) compose and deliver different types of presentations such as informative, instructional, persuasive, and decision making;
 - (F) display interpersonal skills to maintain internal and external customer/client satisfaction; and
 - (G) apply technical vocabulary related to the meeting and event planning industry.
- (3) The student applies academics with career-readiness skills. The student is expected to:
- (A) apply mathematical skills to business transactions such as sales forecasting, service pricing and planning for profitability;
 - (B) calculate and interpret key ratios, financial statements, and budgets related to the hospitality event and meeting planning industry;
 - (C) apply advanced reading, writing, and math skills to business skills needed in the hospitality industry;
 - (D) summarize data from tables, charts, and graphs to estimate and find solutions to problems and identify opportunities for increased profitability;
 - (E) compose workplace business documents; and
 - (G) evaluate and use industry standards for budgeting and forecasting to maximize profit and growth.
- (4) The student can discuss the career opportunities available within the meeting/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 personal training plans to keep current on relevant trends and information within the meeting and event planning industry; and
 - (C) classify the occupational opportunities related to meeting and event planning within a hospitality businesses and corporate businesses.
- (5) The student can discuss 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) apply current trends in the industry to a meeting or event plan;
 - (C) describe the varied occupations related to 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) 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.
- (6) The student assesses how diversity impacts the event planning industry. The student is expected to:
 - (A) evaluate diversity from both the employer and customer perspective;
 - (B) modify business plans and activities to meet the needs of diverse populations; and
 - (C) formulate an awareness of cultural diversity such as differences in social etiquette, dress, and behaviors to enhance event and meeting planning.
- (7) The student uses information technology tools in event and meeting planning to access, manage, integrate, and create information. The student is expected to:
 - (A) Apply information technology tools to evaluate work responsibilities;
 - (B) use event planning software and technology tools such as Amadeus, CVENT and, Meeting Matrix to perform workplace tasks;
 - (C) create and present complex multimedia publications to clients and within the business;
 - (D) demonstrate knowledge and use of point-of-sale systems;
 - (E) develop Internet resources for industry growth;
 - (F) evaluate current and emerging technologies to improve guest services; and
 - (G) produce and properly use appropriate electronic communication tools for planning and selling meetings and events.
- (8) The student summarizes 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 maintaining privacy of sensitive content when interacting with others;
 - (B) distinguish between different aspects of a meeting or event contract;
 - (C) describe applicable rules, laws, and regulations related to event and meeting planning;
 - (D) discuss the reasons for providing event security;
 - (E) describe the differences in event insurance options; and
 - (F) explain the reasons for event insurance.
- (9) The student explains the importance of health, safety, and environmental management systems and their importance to organizational performance and regulatory compliance. The student is expected to:
 - (A) evaluate workplace conditions with regard to safety and health of employees and guests;
 - (B) explain and integrate safety and sanitation standards common to the workplace;
 - (C) appraise potential effects caused by common chemical and hazardous materials;
 - (D) summarize sources of food-borne illness and determine ways to prevent them;
 - (E) explain procedures for reporting and handling accidents and safety incidents with employees and guests;
 - (F) apply proper safety techniques in the workplace;
 - (G) discuss how guests and property are protected to minimize losses or liabilities;
 - (H) predict safety and security issues and analyze solutions for individuals or groups in multiple environments to minimize risks;

- (I) estimate potential, real, or perceived emergency situations such as a natural disaster or terrorist threat in order to respond appropriately; and
- (J) evaluate equipment for elements such as safety, functionality, and durability.
- (10) The student applies marketing strategies independently and in teams. The student is expected to:
 - (A) formulate effective marketing strategies for meetings and events;
 - (B) create promotional packages for meetings and events;
 - (C) create effective comprehensive menu design and development;
 - (D) estimate how to use the state of the economy to plan effective products and services; and
 - (e) produce a meeting and/or event business plan.
- (11) The student can demonstrate appropriate professional customer service skills as required by the meeting and event planning industry. The student is expected to:
 - (A) create a detailed customer service plan or process to provide maximum customer service;
 - (B) integrate critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, employers, guests, and clients; and
 - (C) analyze customer comments to formulate improvements in services and products.
- (12) The student can identify and describe different segments within the event and meeting planning industry. The student is expected to:
 - (A) compare duties and responsibilities of each department to the larger lodging environment, including food and beverage services;
 - (B) distinguish the differences in meetings and events for different clients such as business, leisure, professional organizations, and students; and
 - (C) discuss the different aspects of the Meetings, Events, Expositions, and Convention (MEEC) industry.
- (13) The student identifies roles within teams, work units, departments, organizations, and the larger environment of the meeting and event planning industry. The student is expected to:
 - (A) differentiate the functions of meeting and event planning and how they may correlate to a lodging property;
 - (B) identify the responsibilities of an event manager or planner;
 - (C) compose a set of operating procedures that result in profitable operations; and
 - (D) evaluate inventory management systems used in the meeting and event planning industry that result in profitable operations.
- (14) The student creates a functional and aesthetic meeting/event plan to meet the customer requirements. The student is expected to:
 - (A) conduct a pre-meeting/pre-event meeting with potential clients to identify the meeting/event requirements;
 - (B) discuss the importance of a meeting venue floorplan specification chart and appropriate meeting room set-up;
 - (C) describe the various meeting room set-up options and benefits of each option;
 - (D) identify various meeting room set-up options available at various venues;
 - (E) illustrate meeting room set-up for a planned event;
 - (F) relate the necessary square footage required for an event to the number of anticipated attendees for the event;

- (F) identify and implement effective traffic patterns in planning an event;
 - (G) demonstrate proper table rotations; and
 - (H) compose a staffing guide to schedule various staff positions for a meeting/event.
- (15) The student demonstrates knowledge of collaboration required with various companies in order to provide an all-inclusive successful meeting or event. The student is expected to:
- (A) distinguish the roles of 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;
 - (B) differentiate among the types of event sponsors/organizers/producers and their events;
 - (C) demonstrate successful planning and negotiation with various entities to deliver a successful meeting or event;
 - (D) compare and contrast products and services from related industries; and
 - (E) analyze differences in various venues such as hotels and resorts, convention and visitors' centers, event centers, and destination venues, citing pros and cons of each

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

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Introduction to Event Meeting and Planning and Hospitality Services. Students shall be awarded two credits for successful completion of this course.
- (b) 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 meeting, event, exposition, and convention 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 job acquisition related activities. 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 leadership or extracurricular organizations.
 - (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.
- (c) Knowledge and skills.
- (1) The student demonstrates proficiency in professional standards/employability skills as required by the meeting and event planning industry. The student is expected to:
 - (A) participate in a paid or unpaid, laboratory or work-based application of previously studied knowledge and skills related to event meeting and planning;
 - (B) demonstrate proper interview techniques for event and meeting planning occupations;

- (C) complete employment-related documents such as job applications (written and electronic formats), resume, I-9, and W-4 forms;
 - (D) exhibit suitable grooming and appearance standards appropriate for the workplace and planned events;
 - (E) incorporate productive work habits and a positive attitude; and
 - (F) model knowledge of personal and occupational safety practices in the workplace; and
 - (G) integrate verbal, nonverbal, and written communication skills in a variety of settings.
- (2) The student applies professional advancement skill 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 of 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.
- (3) 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 typical of the hospitality code of ethics and ethical standards; and
 - (D) determine ethical behavior or ethical course of action in situations related to the meeting and event planning industry.
- (4) 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 skills, conflict resolution, rapport-building, decision-making, problem-solving, and persuasion and influencing techniques;
 - (C) identify and respond to customer 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.

- (5) 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 (BEOs), rate assignment, event organization, client relations, and determination of payment methods;
 - (C) assess meeting/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) analyze historical trends related to the event and meeting planning industry and their impact on the industry;
 - (G) describe societal events that have shaped the event and meeting planning industry both in the past and present; and
 - (H) interpret the role of the convention and visitors' bureau in the event and meeting planning industry.
- (6) The student develops and practices awareness of cultural diversity and understands the impact of cultural diversity on the industry. The student is expected to:
- (A) assesses how diversity impacts the event planning industry both from a planning and profitability aspect;
 - (B) demonstrate respect for individual differences such as cultural, religious, ethnic, and personal characteristics;
 - (C) describe cultural diversity from the perspective of the employee as well as the client;
 - (D) develop business plans and activities to meet the needs of diverse populations; and
 - (E) describe differences in social etiquette, dress, and behaviors related to cultural diversity and explain how the differences affect the event planning process.
- (7) 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) apply information technology tools to evaluate work responsibilities;
 - (C) evaluate and incorporate event planning software and technology tools to perform workplace tasks;
 - (D) create and present multi-level (complex) multimedia presentations to clients and within the business;
 - (E) use and problem-solve issues with point-of-sale (POS) systems;
 - (F) design a plan for using Internet resources to maximize company profitability; and
 - (G) produce and use appropriate electronic communication tools for planning and selling meetings and events.
- (8) The student differentiates and adapts between various roles, types of events, and functions. The student is expected to:
- (A) differentiate among the types of event sponsors/organizers/producers and their events such as trade shows, conferences, social events, and corporate;
 - (B) explain who the suppliers to the event planning industry are and how they service events

- (C) describe the importance of sales coordinators to all events and meetings regardless of organization or type of event;
 - (D) evaluate and modify the different types of catering options and menus based on the needs of the event or organization;
 - (E) evaluate and modify the 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.
- (9) 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 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.
- (10) 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 an event operation and profitability;
 - (C) calculate costs of supplies and how the 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 groups, professional and educational organizations, family or social gatherings, military, and geographic;
 - (G) identify profit margins associated with various markets; and
 - (H) evaluate the importance of conducting pre-and post-evaluations of events for continuous improvement.
- (11) 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) formulate 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.