



Program of Study Guide: **Hotel and Resort Management**

Comprehensive guidelines and course standards for the
Accommodations pathway

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Purpose

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Hotel and Resorts Management Program of Study. The academic standards in this document are theoretical and performance based. The standards contain content from multiple state departments of education, the College Board, and the Adobe Certified Professional and have been reviewed and vetted by members of the Maryland business and industry community.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The development of the Hotel and Resort Management I-IV course standards is informed by several authoritative sources that provide comprehensive guidelines and frameworks for hotel and resort management education. These sources collectively provide a robust foundation for developing comprehensive and industry-aligned standards for the Hotel and Resort Management I-IV courses, ensuring that students acquire the necessary skills and knowledge to succeed in the field of lodging and accommodations.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links:

1. Advance CTE's Career Clusters Framework
 - A. **Description:** The Advance CTE framework provides a nationally recognized structure for organizing career and technical education (CTE) into 16 Career Clusters. Each cluster represents a grouping of occupations and industries, with the Hospitality, Events, & Tourism Career Cluster focusing on careers related to lodging, food and beverage services, travel, tourism, recreation, and event planning.
 - B. **Usage:** The framework serves as the foundational guideline for developing Hotel and Resort Management standards, ensuring alignment with industry expectations and highlighting the essential knowledge and skills for each course level.
 - C. **Source:** Advance CTE Career Clusters: <https://careertech.org/career-clusters/hospitality-events-tourism/>
2. American Hotel & Lodging Educational Institute (AHLEI)
 - A. **Description:** AHLEI offers globally recognized certifications and educational resources tailored to the hospitality industry, including certifications for front desk operations, guest service, and hospitality management. These certifications align with current industry standards and provide students with practical, career-focused credentials.
 - B. **Usage:** AHLEI certifications such as the Certified Guest Service Professional (CGSP), Front Desk Representative Certification, and Hospitality and Tourism Management Program (HTMP) are incorporated into the program to ensure students gain industry-recognized qualifications.
 - C. **Source:** American Hotel & Lodging Educational Institute: <https://www.ahlei.org/>
3. ServSafe by the National Restaurant Association
 - A. **Description:** ServSafe offers a comprehensive food safety training and certification program widely recognized in the hospitality industry. The program ensures that individuals understand critical food safety practices, regulations, and standards necessary for maintaining health and safety in food service environments.
 - B. **Usage:** The program prepares students for the **ServSafe Food Handler** and **ServSafe Food Manager** certifications, essential for ensuring health and safety compliance in hotel and resort food service operations.
 - C. **Source:** ServSafe: <https://www.servsafe.com/>
4. Hospitality Sales and Marketing Association International (HSMAI)
 - A. **Description:** HSMAI provides professional development and certifications for hospitality sales and marketing professionals, with a focus on strategies to maximize revenue, enhance guest engagement, and drive customer satisfaction.
 - B. **Usage:** The **Hospitality Sales Professional (CHSP)** certification is incorporated as an optional credential in the program to prepare students for roles in sales and marketing within the hospitality sector.
 - C. **Source:** HSMAI Certifications: <https://www.hsmai.org/>

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Hotel and Resort Management I SCED: Pending Grades: 9-12 Prerequisite: None Credit: 1	Hotel and Resort Management I aligns to the Hospitality & Tourism Management Program (HTMP) Level 1. Students build foundations in guest service, front office operations, and food & beverage sanitation while developing professional communication and etiquette. They practice the guest cycle (reservations, check-in, occupancy, check-out), use instructor-guided PMS simulations, and apply core food safety practices.
Required Core: Course 2	Hotel and Resort Management II SCED: Pending Grades: 10-12 Prerequisite: Hotel and Resort Management I Credit: 1	Hotel and Resort Management II aligns to HTMP Level 2 and deepens skills in operations, supervision, quality assurance, revenue literacy (occupancy/ADR/RevPAR), and risk/safety. Students integrate Level 1 & 2 outcomes into a structured Hospitality & Tourism Specialist (HTS) exam preparation plan with practice assessments and performance tasks. By course end, students attempt the HTS exam.
Optional Flex: Course 1	Hotel and Resort Management III SCED: Pending Grades: 11-12 Prerequisite: Hotel and Resort Management I and II Credit: 1	Hotel and Resort Management III is a structured work-based learning (WBL) course to complete at least 125 hours of HTMP-aligned experience required for Certified Hospitality & Tourism Management Professional (CHTMP) (HTS exam + 125 hours). Students rotate through one or more departments (e.g., Front Office, Housekeeping, F&B, Events), document verified hours and competencies, and submit a capstone portfolio (logs, supervisor evaluations, artifacts, reflections). Emphasis is on professionalism, inclusive service, safety/compliance, and applied problem solving in live settings.

Course Level	Course Information	Description
Optional Flex: Course 2	Career Connected Learning I SCED: Pending Grades: 11-12 Prerequisite: See Course Description Credits: 1-3	Prerequisites: - Alignment to the student's 6-Year Plan - Completion of: - Minimum two sequential courses in a CTE pathway, OR - Minimum two years of the same world language; OR - Minimum two sequential courses in a comprehensive arts program; OR - Inclusion in the IEP/504 transition plan with supporting documentation (as required) - Endorsement from an educator, mentor, employer, or career coach - No more than one course recovery credit in core subjects is needed by the student. This flexible, work-based learning course introduces students to real-world applications of classroom knowledge and technical skills through on-the-job experiences and reflective practices. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships, registered apprenticeships, pre-apprenticeships, internships, capstone projects, or other approved career-connected opportunities. Variable credit (1–3) accommodates the required on-the-job training hours and related instruction. By integrating industry standards, employability skills, and personalized learning goals, Career Connected Learning I equips students to make informed career decisions, develop a professional portfolio, and build a strong foundation for success in postsecondary education, training, or the workforce.

Course Level	Course Information	Description
Optional Flex: Course 3	Career Connected Learning II SCED: Pending Grades: 11-12 Prerequisite: Career Connected Learning I Credits: 1-3	Building on the foundational experiences of Career Connected Learning I, this advanced work-based learning course provides students with deeper on-the-job practice, leadership opportunities, and refined career exploration. Students continue to enhance their technical and professional skills, expanding their industry networks and aligning personal goals with evolving career interests. Variable credit (1–3) remains aligned with the required training hours and related instruction. Through elevated responsibilities and skill application, Career Connected Learning II prepares students to confidently transition into higher-level postsecondary programs, apprenticeships, or the workforce.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core

Industry-Recognized Credentials and Career-Connected Learning

The *Blueprint for Maryland's Future* and the High School Level of a Registered Apprenticeship

The Maryland State Department of Education recognizes the high-school level of a Registered Apprenticeship (RA), defined as a State-approved Registered Apprenticeship begun during high school in which students complete at least 144 hours of related technical instruction and 250 hours of paid on-the-job training before graduation, with the remaining required apprenticeship hours completed post-graduation, as the gold standard of Career Connected Learning.

The CTE Committee of the Governor's Workforce Development Board, in alignment with federal apprenticeship standards, requires 144 hours of RTI for all high school RA participants, and the Apprenticeship Maryland Program (AMP) defines the minimum RTI as **one course credit equivalent**. This high-school-level Registered Apprenticeship is the preferred career-connected learning option for students to meet the Blueprint's goal that 45% of public high school graduates complete either the high-school level of a Registered Apprenticeship or another industry-recognized credential.

To the extent practicable, the greatest number of students should achieve this goal through participation in a high-school level Registered Apprenticeship, with schools ensuring these requirements are scheduled, completed, and documented for transcript and reporting purposes.

To the extent practicable, the greatest number of students should achieve this goal through the high-school level of a Registered Apprenticeship.

Career-Connected Learning Resources

Course 1: Career Awareness	Course 2: Career Preparation	Flex Courses: Career-Connected Learning
- Industry Visits - Guest Speakers - Participation in Career and Technical Student Organizations - Postsecondary Visits – Program Specific Site Tours - Mock Interviews	- All of Career Awareness plus the following: - Job Shadow - Employer Mentoring	- Registered Apprenticeship - Internship - School-Based Enterprise - Employer-Directed Capstone

Industry-Recognized Credentials – The standards in this document are aligned to the following certifications:

By the end of Hotel and Resort Management I: ServSafe Food Handler and/or Certified Guest Service Professional (CGSP) (Not on the IRC list)

By the end of Hotel and Resort Management II: Certified Front Desk Representative Certification (AHLEI) and Hospitality and Tourism Specialist

Optional Credentials (via the Flex Course options): ServSafe Food Manager

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage¹	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). <i>Note: A 25th percentile hourly wage of \$24.74 or greater is required to meet this definition.</i>	Standard Occupational Code: 11-9081: Lodging Managers Hourly Wage/Annual Salary: 11-9081 25 th Percentile: \$30.39 / \$63,211 50 th Percentile: \$37.38 / \$77,750 75 th Percentile: \$45.77 / \$95,202
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	Typical Entry-Level Education: Lodging managers typically need at least a high school diploma to enter the occupation. Full-service facilities may prefer to hire candidates who have bachelor's degree in hospitality or hotel management.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is <u>405</u> openings between 2024-2029.	Annual Openings 64

Lightcast Data Updated August 2025

¹ Living Wage Calculator: <https://livingwage.mit.edu/states/24>

Labor Market Information Data Source

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

Course Standards: Hotel and Resort Management I

1. GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12.

2. INTRODUCTION

- A. Career and Technical Education (CTE) 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.
- B. The Hospitality, Events, & Tourism Career Cluster is dedicated careers that support, operate, and manage businesses and services related to temporary lodging, including hotels, motels, resorts, short-term rentals, and bed-and-breakfast establishments, focusing on providing guests with a comfortable and safe stay. Through advanced technology, hotel and resort management leverages sophisticated property management systems, online booking platforms, mobile-friendly services, and personalized guest experiences.
- C. The Hotel and Resort Management Program of Study provides students with a comprehensive exploration of careers in the hospitality and tourism industry, focusing on accommodations, customer service, and food and beverage operations. This pathway equips students with the knowledge and skills necessary to manage and operate hotels, resorts, and other lodging establishments, emphasizing professionalism, operational excellence, and guest satisfaction.
- D. Hotel and Resort Management I introduces core concepts of the hospitality industry and aligns to the American Hotel and Lodging Educational Institute (AHLEI) Hotel and Tourism Management Program (HTMP) Level 1 course. Students learn foundational guest-service behaviors, the guest cycle and front-office basics, and entry-level food & beverage sanitation practices that support safe, high-quality operations. Learners use instructor-guided simulations of a property management system (PMS), practice service-recovery communication, and apply academic/digital-literacy skills to hotel tasks.
- E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
- F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS

- A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 - 1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 - 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 - 3. Employ effective reading, writing, and technical documentation skills.
 - 4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 - 5. Demonstrate leadership skills and collaborate effectively as a team member.

6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the lodging and accommodations field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. The student identifies various career pathways in the lodging and accommodations field.

The student is expected to:

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in hotel and resort management.
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in lodging and accommodations fields.

C. The student develops technology and digital literacy skills. The student is expected to:

1. Enter, organize, and analyze operational data using spreadsheet software (e.g., Excel or Google Sheets) to support decision-making in hotel and resort management.
2. Use digital tools to create professional documents such as reports, schedules, and guest communication templates.
3. Demonstrate responsible use of technology, including data privacy practices and safe online communication.
4. Navigate hospitality-related software systems, such as property management systems (PMS), online booking platforms, or point-of-sale systems.
5. Calculate occupancy, average daily rate (ADR), tax, discounts, gratuities, and basic conversions (U.S./metric).
6. Create simple operational documents (e.g., shift logs, amenity schedules, rooming lists) using productivity tools.

D. The student integrates core academic skills into lodging and accommodations practices.

The student is expected to:

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
3. Use mathematical concepts to calculate room rates, taxes, discounts, and tips and to convert units of measurement, including weight (US Customary System vs. Metric) and temperature (Fahrenheit vs. Celsius).

E. The student demonstrates the necessary skills for entry-level roles in hotel and resort guest services. The student is expected to:

1. Understand and apply customer service principles to create positive guest interactions that align with the standards for the Certified Guest Service Professional (CGSP).
2. Demonstrate effective communication techniques, including clear verbal and nonverbal cues, appropriate greetings, and customer-focused dialogue.
3. Identify and practice the essential components of guest check-in and check-out processes, emphasizing accuracy, efficiency, and a welcoming demeanor, including variations in procedures during peak check-in times when managing long lines and frustrated guests.

4. Describe different types of accommodations and services offered by hotels, motels, resorts, and bed-and-breakfast establishments, with attention to the needs of various guest demographics, including ADA standards for guests with disabilities.
5. Demonstrate personal grooming and professional etiquette appropriate to the hospitality industry.

F. The student develops foundational skills in food safety and sanitation to ensure compliance with industry standards. The student is expected to:

1. Identify key food safety practices and the importance of the ServSafe Food Handler certification in preventing foodborne illnesses.
2. Demonstrate proper handwashing techniques and the use of personal protective equipment in food handling.
3. Describe procedures for safely storing, preparing, and serving food, including the correct temperatures for different food items.
4. Practice sanitation techniques in food and beverage areas to maintain a clean and safe environment for guests.
5. Recognize and respond to safety hazards in the kitchen and dining areas, implementing solutions to maintain guest and employee safety, and demonstrate knowledge of appropriate protocols for notifying the correct department (e.g., security, facilities, or management) when an issue arises on property.

G. The student demonstrates foundational knowledge of hospitality and tourism consistent with the Hotel and Tourism Management Program Level 1. The student is expected to:

1. Describe major segments of the hospitality and tourism industry and typical organizational structures within lodging operations.
2. Identify roles and responsibilities across front office, housekeeping, engineering/maintenance, F&B, and sales/marketing.
3. Demonstrate professional appearance, etiquette, and workplace conduct aligned to brand standards.
4. Explain legal and ethical fundamentals related to guest privacy, safety, accessibility (e.g., ADA), and anti-discrimination.
5. Describe sustainability practices (energy, water, waste) and their impact on guest satisfaction and operations.

H. The student applies guest service principles emphasized in HTMP Level 1. The student is expected to:

1. Use effective verbal/nonverbal communication, active listening, and service recovery techniques to resolve common guest issues.
2. Demonstrate cultural awareness and inclusive service behaviors for diverse guest populations.
3. Collect and summarize guest feedback (comment cards, online reviews) to propose basic service improvements.
4. Role-play service scenarios that reinforce empathy, discretion, and maintaining brand voice.

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- I. **The student applies front office fundamentals consistent with HTMP Level 1. The student is expected to:**
1. Explain the guest cycle (pre-arrival, arrival, occupancy, departure) and related front office tasks.
 2. Simulate reservations, check-in, room assignment, posting charges, night audit basics, and check-out workflows.
 3. Navigate training modules or instructor-guided simulations of a Property Management System (PMS) to complete core transactions.
 4. Describe room status coordination and communication protocols with Housekeeping and Engineering.
- J. **The student demonstrates food & beverage safety and service basics used in lodging operations. The student is expected to:**
1. Apply essential food safety and sanitation practices consistent with ServSafe Food Handler concepts.
 2. Demonstrate safe, efficient mise en place and service flow for non-alcoholic beverage and casual dining scenarios.
 3. Follow SOPs for setup/breakdown, side work, and cleaning/sanitizing guest areas.
 4. Identify procedures for allergens and special dietary needs.

Course Standards: Hotel and Resort Management II

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) 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.
 - B. The Hospitality, Events, & Tourism Career Cluster is dedicated careers that support, operate, and manage businesses and services related to temporary lodging, including hotels, motels, resorts, short-term rentals, and bed-and-breakfast establishments, focusing on providing guests with a comfortable and safe stay. Through advanced technology, hotel and resort management leverages sophisticated property management systems, online booking platforms, mobile-friendly services, and personalized guest experiences.
 - C. The Hotel and Resort Management Program of Study provides students with a comprehensive exploration of careers in the hospitality and tourism industry, focusing on accommodations, customer service, and food and beverage operations. This pathway equips students with the knowledge and skills necessary to manage and operate hotels, resorts, and other lodging establishments, emphasizing professionalism, operational excellence, and guest satisfaction.
 - D. Hotel and Resort Management II aligns to AHLEI HTMP Level 2 and extends students' capabilities in cross-departmental operations, supervision, QA/brand standards, introductory revenue metrics (occupancy, ADR, RevPAR), and risk/safety procedures. The course explicitly prepares students for the Hospitality & Tourism Specialist (HTS) exam through blueprint-aligned study plans, practice assessments, and performance tasks that synthesize Level 1 and Level 2 learning. By the end of the course, students attempt the HTS exam.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 3. Employ effective reading, writing, and technical documentation skills.
 4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 5. Demonstrate leadership skills and collaborate effectively as a team member.
 6. Implement safety procedures, including proper use of software and following privacy guidelines.

7. Exhibit an understanding of legal and ethical responsibilities in the culinary field, following copyright laws and regulations.
 8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.
- B. The student identifies various career pathways in the lodging and accommodations field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in hotel and resort management.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills for roles in lodging and accommodations.
- C. The student develops technology and digital literacy skills. The student is expected to:**
1. Enter, organize, and analyze operational data using spreadsheet software (e.g., Excel or Google Sheets) to support decision-making in hotel and resort management.
 2. Use digital tools to create professional documents such as reports, schedules, and guest communication templates.
 3. Demonstrate responsible use of technology, including data privacy practices and safe online communication.
 4. Navigate hospitality-related software systems, such as property management systems (PMS), online booking platforms, or point-of-sale systems.
- D. The student integrates core academic skills into lodging and accommodations. The student is expected to:**
1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
 2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
 3. Use mathematical concepts to calculate room rates, taxes, discounts, and tips and to convert units of measurement, including weight (US Customary System vs. Metric) and temperature (Fahrenheit vs. Celsius).
- E. The student applies advanced Hotel and Tourism Management Program Level 2 operations and supervision concepts. The student is expected to:**
4. Coordinate cross-departmental workflows (Front Office–Housekeeping–Engineering–F&B) using SOPs and service standards.
 5. Demonstrate task delegation, coaching/feedback, and conflict resolution in supervisory role-plays.
 6. Draft or refine a simple SOP or training aid (e.g., checklist, quick-reference) to improve service consistency.
 7. Interpret basic labor, scheduling, and productivity considerations for front-of-house operations.
- F. The student uses guest experience and quality assurance methods emphasized in Hotel and Tourism Management Program Level 2. The student is expected to:**
1. Analyze sample guest satisfaction data (reviews, post-stay surveys) to identify trends and root causes.

2. Plan a service recovery response for complex issues (overbooking, maintenance failures, service lapses).
 3. Apply brand standards audits or checklists to evaluate quality and propose corrective actions.
 4. Prepare a brief presentation of a quality-improvement recommendation with expected impact.
- G. **The student demonstrates front office analytics and revenue literacy at an introductory managerial level. The student is expected to:**
1. Calculate and interpret occupancy, ADR, and RevPAR from provided datasets and explain implications for operations.
 2. Read basic PMS reports (arrivals, in-house, departures, no-shows, night audit summaries) to inform shift decisions.
 3. Explain fundamentals of pricing controls (fences, restrictions) and demand drivers (seasonality, events).
 4. Identify upselling and cross-selling techniques aligned to revenue goals and guest needs.
- H. **The student integrates risk management, safety, and legal compliance for lodging operations. The student is expected to:**
1. Apply incident reporting procedures and chain-of-command communication for safety/security issues.
 2. Recognize common liabilities (slips/falls, data privacy breaches) and outline preventative steps.
 3. Demonstrate emergency response basics (fire, severe weather, medical) per property procedures.
- I. **Hospitality and Tourism Specialist Exam readiness: The student synthesizes Hotel and Tourism Management Program Level 1 & 2 content in preparation for the Hospitality & Tourism Specialist (HTS) exam. The student is expected to:**
1. Map HTMP Level 1 & Level 2 objectives to the HTS exam blueprint and produce an annotated study plan with milestones.
 2. Master core terminology and concepts spanning industry overview, guest service, front office, housekeeping, food & beverage, safety/legal/ethics, and introductory revenue metrics.
 3. Complete two timed practice assessments that mirror HTS item types; analyze results and set targeted improvement goals.
 4. Demonstrate scenario competence via performance tasks (e.g., service-recovery role-play, PMS report interpretation, incident documentation, housekeeping quality audit, and a short SOP or checklist).
 5. Apply quantitative skills by calculating occupancy, ADR, and RevPAR from provided datasets and explaining operational implications.
 6. Close learning gaps with targeted tutorials/labs and submit evidence of remediation (notes, corrected items, reflections).
 7. Demonstrate test readiness by passing a program benchmark (e.g., $\geq 80\%$ on a comprehensive practice exam) and completing a teacher verification checklist.
 8. Prepare for exam administration, including exam-day procedures, testing policies, accommodations process (as applicable), and academic integrity affirmation.

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9. Schedule and attempt the HTS exam by the end of Course II (or program-defined window) and record the outcome; if needed, create a retake plan.
 - J. **HTS Evidence & Reflection. The student documents and reflects on learning tied to HTS domains. The student is expected to:**
 1. Assemble an HTS portfolio (study plan, practice scores, remediation artifacts, performance-task rubrics, teacher verification).
 2. Write a concise reflection connecting HTMP Level 2 learning to HTS domains, identifying strengths, growth areas, and next steps.
 3. Submit final verification of HTS attempt (pass result or scheduled retake plan) to transition into Course III's 100 hours of HTMP-related WBL.

Course Standards: Hotel and Resort Management III

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) 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.
 - B. The Hospitality, Events, & Tourism Career Cluster is dedicated careers that support, operate, and manage businesses and services related to temporary lodging, including hotels, motels, resorts, short-term rentals, and bed-and-breakfast establishments, focusing on providing guests with a comfortable and safe stay. Through advanced technology, hotel and resort management leverages sophisticated property management systems, online booking platforms, mobile-friendly services, and personalized guest experiences.
 - C. The Hotel and Resort Management Program of Study provides students with a comprehensive exploration of careers in the hospitality and tourism industry, focusing on accommodations, customer service, and food and beverage operations. This pathway equips students with the knowledge and skills necessary to manage and operate hotels, resorts, and other lodging establishments, emphasizing professionalism, operational excellence, and guest satisfaction.
 - D. Hotel and Resort Management III is dedicated to completing and verifying at least 125 hours of HTMP-related work-based learning toward CHTMP (earned via HTS exam + 125 hours WBL). Students engage in supervised rotations (e.g., Front Office, Housekeeping, F&B, Events), apply SOPs and service-recovery strategies in live settings, and document progress through validated hour logs, supervisor evaluations, and a capstone portfolio. Emphasis is on professionalism, inclusive service, safety/compliance, and connecting workplace evidence to HTMP Level 1 & 2 competencies.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 3. Employ effective reading, writing, and technical documentation skills.
 4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 5. Demonstrate leadership skills and collaborate effectively as a team member.

6. Implement safety procedures, including proper use of software and following privacy guidelines.
 7. Exhibit an understanding of legal and ethical responsibilities in the culinary field, following copyright laws and regulations.
 8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.
- B. The student identifies various career pathways in the lodging and accommodations field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in culinary arts.
 2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
 3. Demonstrate effective interview skills for roles in lodging and accommodations.
- C. The student develops technology and digital literacy skills. The student is expected to:**
1. Enter, organize, and analyze operational data using spreadsheet software (e.g., Excel or Google Sheets) to support decision-making in hotel and resort management.
 2. Use digital tools to create professional documents such as reports, schedules, and guest communication templates.
 3. Demonstrate responsible use of technology, including data privacy practices and safe online communication.
 4. Navigate hospitality-related software systems, such as property management systems (PMS), online booking platforms, or point-of-sale systems.
- D. The student integrates core academic skills into lodging and accommodations. The student is expected to:**
1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
 2. Apply English concepts such as writing informative texts when documenting the design process and articulating goals.
 3. Use mathematical concepts to calculate room rates, taxes, discounts, and tips and to convert units of measurement, including weight (US Customary System vs. Metric) and temperature (Fahrenheit vs. Celsius).
- E. The student plans an HTMP-aligned work-based learning (WBL) experience that contributes to the 125-hour requirement toward CHTMP (HTS exam + 100 hours). The student is expected to:**
1. Identify an appropriate placement (e.g., hotel, resort, conference center, school-based enterprise) aligned to HTMP competencies.
 2. Develop a WBL training plan with measurable goals mapped to HTMP Level 1 & 2 outcomes.
 3. Confirm employer supervision, schedule, and site safety/HR policies prior to start.
- F. The student performs industry tasks under supervision and demonstrates growth in HTMP competencies. The student is expected to:**
1. Rotate through one or more departments (e.g., Front Office, Housekeeping, F&B, Events) to meet defined competencies.

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2. Apply guest-service standards, SOPs, and service recovery in live settings.
 3. Use operational systems appropriately (PMS/POS/maintenance request tools) according to site policy.
- G. **The student documents and verifies hours and learning outcomes. The student is expected to:**
1. Maintain accurate weekly hour logs and task summaries with supervisor sign-off.
 2. Submit periodic reflections connecting workplace evidence to HTMP competencies.
 3. Compile artifacts (evaluations, checklists, photos of anonymized work products, certificates) into a portfolio.
- H. **The student demonstrates professionalism, safety, and compliance on the job. The student is expected to:**
1. Adhere to workplace policies (attendance, dress code, confidentiality, data privacy).
 2. Follow food safety, cleaning/sanitizing, and hazard-reporting procedures.
 3. Demonstrate inclusive behaviors with colleagues and guests and escalate issues appropriately.
- I. **The student completes the WBL experience and submits a capstone portfolio for validation toward the 100-hour requirement. The student is expected to:**
1. Present a capstone reflection analyzing contributions to guest satisfaction, quality, and basic revenue goals.
 2. Obtain a final supervisor evaluation confirming performance and total verified hours.
 3. Submit a complete verification packet (hour log, evaluations, artifacts) for program review.