Maryland CTE Programs of Study

Hotel and Resort Management II (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 10-12. 1

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INTRODUCTION 2

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. 2.A

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. 2.B

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. 2.C

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. 2.D

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. 2.E

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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.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

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. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the culinary field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the lodging and accommodations field. The student is expected to:** 3.B

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

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

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. 3.C.1
2. Use digital tools to create professional documents such as reports, schedules, and guest communication templates. 3.C.2
3. Demonstrate responsible use of technology, including data privacy practices and safe online communication. 3.C.3

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4 Navigate hospitality-related software systems, such as property management systems (PMS), online booking platforms, or point-of-sale systems. 3.C.4

D The student integrates core academic skills into lodging and accommodations. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting the design process and articulating goals. 3.D.2

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). 3.D.3

E The student applies advanced Hotel and Tourism Management Program Level 2 operations and supervision concepts. The student is expected to: 3.E

1 Coordinate cross-departmental workflows (Front Office–Housekeeping–Engineering–F&B) using SOPs and service standards. 3.E.1

2 Demonstrate task delegation, coaching/feedback, and conflict resolution in supervisory role-plays. 3.E.2

3 Draft or refine a simple SOP or training aid (e.g., checklist, quick-reference) to improve service consistency. 3.E.3

4 Interpret basic labor, scheduling, and productivity considerations for front-of-house operations. 3.E.4

F The student uses guest experience and quality assurance methods emphasized in Hotel and Tourism Management Program Level 2. The student is expected to: 3.F

1 Analyze sample guest satisfaction data (reviews, post-stay surveys) to identify trends and root causes. 3.F.1

2 Plan a service recovery response for complex issues (overbooking, maintenance failures, service lapses). 3.F.2

3 Apply brand standards audits or checklists to evaluate quality and propose corrective actions. 3.F.3

4 Prepare a brief presentation of a quality-improvement recommendation with expected impact. 3.F.4

G The student demonstrates front office analytics and revenue literacy at an introductory managerial level. The student is expected to: 3.G

1 Calculate and interpret occupancy, ADR, and RevPAR from provided datasets and explain implications for operations. 3.G.1

2 Read basic PMS reports (arrivals, in-house, departures, no-shows, night audit summaries) to inform shift decisions. 3.G.2

3 Explain fundamentals of pricing controls (fences, restrictions) and demand drivers (seasonality, events). 3.G.3

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4 Identify upselling and cross-selling techniques aligned to revenue goals and guest needs. 3.G.4

H The student integrates risk management, safety, and legal compliance for lodging operations. The student is expected to: 3.H

1 Apply incident reporting procedures and chain-of-command communication for safety/security issues. 3.H.1

2 Recognize common liabilities (slips/falls, data privacy breaches) and outline preventative steps. 3.H.2

3 Demonstrate emergency response basics (fire, severe weather, medical) per property procedures. 3.H.3

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: 3.I

1 Map HTMP Level 1 & Level 2 objectives to the HTS exam blueprint and produce an annotated study plan with milestones. 3.I.1

2 Master core terminology and concepts spanning industry overview, guest service, front office, housekeeping, food & beverage, safety/legal/ethics, and introductory revenue metrics. 3.I.2

3 Complete two timed practice assessments that mirror HTS item types; analyze results and set targeted improvement goals. 3.I.3

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). 3.I.4

5 Apply quantitative skills by calculating occupancy, ADR, and RevPAR from provided datasets and explaining operational implications. 3.I.5

6 Close learning gaps with targeted tutorials/labs and submit evidence of remediation (notes, corrected items, reflections). 3.I.6

7 Demonstrate test readiness by passing a program benchmark (e.g., ≥80% on a comprehensive practice exam) and completing a teacher verification checklist. 3.I.7

8 Prepare for exam administration, including exam-day procedures, testing policies, accommodations process (as applicable), and academic integrity affirmation. 3.I.8

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. 3.I.9

J HTS Evidence & Reflection. The student documents and reflects on learning tied to HTS domains. The student is expected to: 3.J

1 Assemble an HTS portfolio (study plan, practice scores, remediation artifacts, performance- task rubrics, teacher verification). 3.J.1

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Write a concise reflection connecting HTMP Level 2 learning to HTS domains, identifying strengths, growth areas, and next steps. 3.J.2

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. 3.J.3