

Event Planning and Management

Primary Career Cluster:	Hospitality & Tourism
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C16H12
Prerequisite(s):	At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.
Credit:	1
Grade Level:	11-12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism or Marketing courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is a capstone course in the <i>Hospitality & Tourism Management</i> and <i>Marketing Management</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FCCLA: https://www.tennesseefccla.org/ Skills USA: http://www.skillsusatn.org/
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	035, 039, 050, 051, 052, 054, 152, 153, 154, 158, 202, 204, 311, 430, 435, 436, 450, 471, 472, 474, 475, 476, 952, 953, 954, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference, DECA and FCCLA Fall Leadership Camps, FCCLA District STAR Events, SkillsUSA State Leadership and Skills Conference, and the DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FCCLA and SkillsUSA career competitive events that highlight career development, including career investigation, interviewing, job skills demonstrations, career pathways showcases, and employment application process (ADA)
- Participate in DECA, FCCLA, and SkillsUSA competitive events such as Integrated Marketing Campaign – Events, Franchise Business Plan, Hospitality and Tourism Operations Research, Hospitality Service Team Decision Making, Travel and Tourism Team Decision Making, Hotel and Lodging Management Series, Hospitality and Tourism Professional Selling, Virtual Business Challenge – Hotel Management, Hospitality, Tourism, and Recreation, and Customer Service

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/>, Tennessee FCCLA at <https://www.tennesseefccla.org/>, and Tennessee SkillsUSA at [skillsusatn.org](https://www.skillsusatn.org/).

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | On-the-job training at a local hotel, event planning firm, restaurant, tourism agency, etc. to develop mastery of course standards.
- **Standards 2-3, 13** | On-the-job training at a local hotel, event planning firm, restaurant, tourism agency, etc. which will include students developing polished job materials, including a resume and industry-specific portfolio.
- **Standards 4-8** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Students demonstrate mastery of these planning stages standards in their capstone project.

- **Standards 9, 11-12** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Students demonstrate mastery of these event approval and timetable standards in their capstone project.
- **Standard 10** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Bring in a panel of hospitality and tourism industry professionals to evaluate and provide feedback on students' event proposals.
- **Standard 14** | Integrated project with multiple interactions with hospitality and tourism industry professionals, particularly in the nonprofit area. Bring in a panel of hospitality and tourism industry professionals to evaluate and provide feedback on students' final event projects.

Course Description

Event Planning & Management is designed to be a project-based, capstone experience in which students' research, prepare, deliver, and reflect upon an original event for a community organization, business, or non-profit. Upon completion of this course, proficient students will further refine leadership, teamwork, and management skills acquired in previous courses and apply them through application in a practicum setting. The course is highly customizable to meet local needs: partner organizations may be chosen at the discretion of student teams, with the approval of the instructor and appropriate school personnel. Organizations can include local non-profits, charities, shelters, agencies, businesses, sports teams, school-based enterprises, or other entities with a demonstrated need for assistance in staging an event or a commitment to providing students with work-based learning opportunities.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Hospitality & Tourism Management* and *Marketing Management* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Hospitality & Tourism website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-hospitality-tourism.html>, or the Marketing website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Professionalism, Ethics, and 21st Century Skills

- 2) Search for the resumes of professional event planners or convention managers from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of event planner professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 3) Create and continually update a personal journal to document skills learned during the event planning experience, and draw connections between the experience and previous course content by reflecting on:
 - a. Tasks accomplished and activities implemented
 - b. Positive and negative aspects of the experience
 - c. How challenges were addressed
 - d. Team participation in a learning environment
 - e. Comparisons and contrasts between classroom and work environments
 - f. Interactions with colleagues and supervisors
 - g. Personal career development
 - h. Personal satisfaction

Planning Stages

- 4) Compare and contrast successful strategies used by event planning companies, drawing on profiles of these companies and other evidence from industry magazines, news articles, or textbooks, making note of most beneficial strategies. Evaluate which strategies are appropriate for certain events (i.e., galas, banquets, weddings, etc.). As part of the class project, investigate potential nonprofits or organizations for an event, and collaboratively

determine which organization would be appropriate given classroom constraints. Potential clients could include, for example, a local non-profit or community organization.

- 5) Research and select a nonprofit or organization for a project that is in need of event planning services. Cite specific textual evidence from the organization's literature, as well as independent news articles to summarize:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Services provided
 - d. Clients/Customers served
 - e. Policies and procedures
 - f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
- 6) Apply skills and knowledge from previous courses in an authentic classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.
- 7) Identify the objective of the event that is to be planned for the nonprofit or other selected organization. Incorporate organization or company interviews into the research. Prepare, review, and revise a written project proposal including the main objective, goals (such as fundraising or attendance), location, criteria, constraints, information obtained through research, and deliverables.
- 8) Collaboratively, develop an evaluation professionalism rubric with performance indicators for each of the following professional attributes and use it to evaluate course assignments and personal work:
 - a. Attendance/punctuality
 - b. Professional dress and behavior
 - c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology useShare the rubric with the client for evaluation purposes as part of the capstone project.

Event Approval & Timetable

- 9) Research how event planning companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any proposal (e.g., a projected budget, maps/diagrams of the event space, personnel involved). Develop an original event proposal, developing claims and recommendations for event logistics based on research and evidence. The proposal should include at minimum the following:
 - a. Introduction
 - b. Theme of event
 - c. Venue

- d. Entertainment
 - e. Timeline of planning
 - f. Food and Beverage
 - g. Appropriate tablewares, linens, and decorations
 - h. Budget/cost analysis
 - i. Evaluation professionalism rubric
- 10) Present the event proposal to the client, asking for feedback and recommendations. Analyze the feedback and recommendations to justify any changes to the event proposal, citing evidence from the initial presentation, and incorporate edits into a formal contract to be executed with the client. Submit the final contract for approval, documenting all changes made.
- 11) Using the final approved contract, execute the timeline to demonstrate teamwork, problem-solving, and decision-making skills. Work collaboratively to ensure that the needs and expectations of the client are met for the event. In a personal journal, document the capstone experience, drawing on the connections between the project and course content.
- 12) Compile and interpret the evaluation rubric and feedback from the client, reading the results closely to allow for critical analysis and reflection. Upon conclusion of the capstone project, craft a reflection paper discussing the experience and its impact on career growth. Use technology to showcase highlights, challenges, and lessons learned from the capstone.
- 13) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge learned in the previous courses and applied in the capstone experience. The portfolio should reflect thoughtful assessment and evaluation of the progression of work. The following documents will reside in the career portfolio:
- a. Career and professional development plan
 - b. Resume
 - c. List of responsibilities undertaken throughout the course
 - d. Examples of visual materials developed and used during the course (such as graphics, drawings, models, presentation slides, videos, and demonstrations)
 - e. Event proposal
 - f. Final contract
 - g. Description of technology used, with examples if appropriate
 - h. Periodic journal entries reflecting on tasks and activities
 - i. Feedback from instructor and/or supervisor based on observations
- 14) Upon completion of the event, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, and models of project findings, and/or physical artifacts that represent the outcome of the project. Prepare the presentation in a format that could be delivered to both a technical and a non-technical audience.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.