Event Planning & Management

Primary Career Cluster:	Hospitality & Tourism
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6168
Prerequisite(s):	At least two credits earned in a previous Hospitality & Tourism or Marketing program of study.
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
Programs of Study and Sequence:	This is a capstone course in the *Hospitality & Tourism Management* program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-hospitality-tourism https://tn.gov/education/article/cte-cluster-marketing

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://tn.gov/education/topic/work-based-learning. 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://tn.gov/education/article/cte-cluster-hospitality-tourism, or the Marketing website at https://tn.gov/education/article/cte-cluster-marketing.

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 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 use
   Share 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
    o 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.

Culinary Arts IV

Primary Career Cluster:	Hospitality & Tourism
Consultant:	Elizabeth Rafferty, (615) 532-2840, Elizabeth.Rafferty@tn.gov
Course Code(s):	6167
Prerequisite(s):	*Culinary Arts III* (5981)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Hospitality & Tourism courses.
Programs of Study and Sequence:	This is the fourth and final course in the *Culinary Arts* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Pamela Grega, (615) 532-6270, Pamela.Grega@tn.gov SkillsUSA: http://tnskillsusa.com/ Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning.
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	(050 and 060), (050 and 453), (051 and 060), (051 and 453), (154 and 155), (450 and 060), (450 and 453), 562, 563, 564, 566, 730
Required Teacher Certifications/Training:	ServSafe, National Registry of Food Safety Professionals, or CCE Culinary Chef Educator Industry Certification
Teacher Resources:	https://tn.gov/education/article/cte-cluster-hospitality-tourism

Course Description

Culinary Arts IV is the capstone course in the *Culinary Arts* program of study intended to prepare students for careers such as personal chef, caterer, executive chef, and food and beverage manager. Course content covers the components of commercial kitchen safety and sanitation, food presentation, bakeshop preparation skills, sustainability practices, professionalism, and business opportunities. Upon completion of this course, proficient students will have applied the full range of

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knowledge and skills acquired in this program of study toward the planning and catering of an event approved by the instructor. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. **In addition to implementing the following standards, the course should include a suggested 30 hours spent in a commercial kitchen laboratory**.

Work-Based Learning Framework

Internship standards outlined below 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://tn.gov/education/topic/work-based-learning .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 final course in the *Culinary Arts* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Hospitality & Tourism website at: https://tn.gov/education/article/cte-cluster-hospitality-tourism.

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

Safety & Sanitation

2) Analyze the concepts and principles of the Hazard Analysis and Critical Control Points (HACCP) program approach to food safety from the Food and Drug Administration (FDA) and United States Department of Agriculture (USDA) in relation to meats and seafood.

Demonstrate the concepts and principles in the foodservice setting to ensure food safety when working with meats and seafood.

3) Research the state laws and rules that govern foodservice businesses, including catering operations, from the Tennessee Department of Health (TDH). Demonstrate adherence to all applicable laws in the course of completing the capstone project.

4) Compile, practice, and critique safety and sanitation procedures related to handling, preparing, storing, and serving food from industry-approved technical manuals and government published fact sheets. Identify, review, and demonstrate common laboratory safety procedures, including but not limited to prevention and control procedures and personal hygiene expectations. Incorporate safety procedures and complete safety test with 100 percent accuracy; include exam in the student portfolio.

Food Preparation

For each of the following food types, prepare a "cheat sheet" to include as part of a food preparation index in the student portfolio. The index will address forms, preparation methods, classification and grading processes, receiving and storage practices, and a sample standardized recipe and photograph of the prepared dish. For each entry, draw on relevant culinary research and guidelines from regulatory agencies and organizations to support information included in the index.

Fish & Shellfish

5) Identify the major types of shellfish and finfish (saltwater and freshwater) used in commercial foodservice, citing research from government resources such as the United States Department of Agriculture (USDA) Food List or the United States Food and Drug Administration (FDA) approved list. Summarize guidelines from sources such as the United States Department of Agriculture (USDA) Food Fact sheets for assessing the quality and freshness of finfish and shellfish.

6) Analyze the National Oceanic and Atmospheric Administration (NOAA) inspection and grading procedures for finfish and shellfish. From the research, summarize how the products are graded, classified, and inspected. Examine the United States Food and Drug Administration's (FDA) list of approved acceptable market names and seek additional research to clarify unfamiliar products.

7) Create a diagram/graphic of the different fabrication forms that chefs may work with in a commercial kitchen. Summarize the various moist-heat and dry-heat cooking methods from a collection of seafood recipes. Research the principles of finfish and shellfish cookery using culinary journals and magazines. Select the best cooking method for certain finfish and shellfish, and be able to explain to a potential customer, client, or supervisor how the cooking method achieves the desired flavor profile, texture, and presentation.

8) Create an entrée menu listing for a finfish or shellfish dish to be served in a restaurant. The entrée listing should reflect the use of local products and connections to a certain region.

Craft an accompanying explanatory text discussing the use of the local products and connection to the region.

Bakeshop Preparation

Cakes

9) Categorize the different types of cakes by identifying their mixing methods (i.e., creaming and sponge), the functions of their ingredients, and the methods for preparing the pan for baking. Compile a collection of cake recipes into an index. Select one recipe to demonstrate the preparation method for a group, using proper culinary terminology to narrate and explain the procedure.

10) Summarize from recipes and culinary textbooks the steps to follow when assembling a multilayer cake. Identify and use the kitchen tools needed to successfully practice the skill. Using resources ranging from baking blogs to industry magazines, investigate current trends in finishing and decorating cakes. Craft an essay presenting claims and counterclaims concerning the best method for assembling a multilayer cake.

Custards, Foams & Buttercreams

11) Compare and contrast the different types of custards (stirred and baked) and foams (whipped cream, meringue, mousse, and Bavarian crème) commonly used in commercial foodservice. Discuss how the preparation methods affect the appearance, volume, and weight of foams. Compile a collection of recipes illustrating the diversity of custards and foams in the foodservice industry.

12) Research the two types of buttercream (American and French) and the multistep process for preparing each. In a taste test/observation, compare the taste, structure, and composition of each. Create and continually revise the recipes for different types of buttercream.

Desserts Sauces & Frozen Desserts

13) Citing evidence from a variety of recipes and/or culinary textbooks, analyze the different types of dessert sauces (i.e., crème anglaise, chocolate, caramel, and fruit sauces) and the role of the ingredients used in each. Evaluate a range of dessert dishes that may benefit from the addition of various sauces. Demonstrate ability to prepare sauces from recipes, making modifications when needed. Evaluate the sauces for proper appearance, flavor, and texture.

14) Using print or digital resources, discuss the qualities of frozen desserts, citing examples of each. Evaluate a frozen dessert recipe, analyzing the choice of ingredients. Outline any proposed modifications, including substitute ingredients.

Sustainability in the Kitchen

15) Research the principles of green design, responsible design, and sustainable design in the commercial kitchen setting. Examine how a foodservice establishment has successfully implemented one of these principles, and discuss the impact it has had on the business.

16) Research the importance of sustainable practices in the foodservice industry. Create a plan to reduce foodservice waste and to minimize the impact on the environment. The plan should focus especially on reducing water and conserving energy.

Professionalism, Ethics, and 21st Century Skills

17) Search for the resumes of professional chefs and foodservice professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of foodservice professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.

18) Participate in a mock interview. Prior to the interview, prepare a paper that includes the following: tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Upon completion of the interview, write a thank you letter to the interviewer in a hand-written or email format.

Business Opportunities

19) Compare and contrast types of business ownership models, including at minimum the following: sole proprietorships, partnerships, small businesses, cooperatives, limited liability corporations, and corporations. In a narrative referencing foodservice examples, explain the organizational structure of each model and describe its advantages and disadvantages to both owner and customer.

20) Investigate methods for reducing costs in the commercial kitchen, including but not limited to investments in energy-saving technologies, bulk purchasing strategies, and buying local. Using supporting graphic illustrations and calculations, develop a proposal for a mock client or manager, outlining how the business can save money while also adhering to its mission, without compromising the quality of food or service.

Capstone Project

21) Evaluate which foodservice strategies are appropriate for certain events (i.e., banquets, receptions, lunches, etc.). Compare and contrast successful strategies used by event planning and catering companies, drawing on profiles of these companies and other evidence from industry magazines, blogs, news articles, or textbooks. As part of the class capstone project, investigate potential clients for a catering event, and collaboratively determine which client would be appropriate, given classroom constraints. Potential clients could include, for example, a local non-profit or community organization, a parent-teacher association, student government association, sports team, and more.

22) Collaboratively, develop a *professionalism* evaluation 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 use

    Share the rubric with the client for evaluation purposes as part of the capstone project.

23) Research how event planning and catering companies submit proposals to potential clients, and compare and contrast sample proposals in a variety of formats. Determine the central components necessary for any foodservice-related proposal (e.g., a projected budget). Develop an original event proposal, as approved by the instructor. The proposal should include at minimum the following:
    a. Introduction
    b. Theme of event
    c. Timeline of planning
    d. Appropriate tablewares, linens, and decorations
    e. Menu
    f. Budget/cost analysis
    g. Professionalism evaluation rubric

24) 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. Submit the final event proposal for approval, documenting all changes made.

25) Using the final approved event proposal, 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 entry, document the capstone experience, drawing on the connections between the project and course content.

26) 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 create a class presentation showcasing highlights, challenges, and lessons learned from the capstone.

Portfolio

27) Update the portfolio started in *Culinary Arts I* to demonstrate mastery of skills and knowledge acquired throughout the full *Culinary Arts* program of study and applied in the final course. The portfolio should reflect thoughtful assessment and evaluation of the progression of work, exhibiting personal and professional growth in the culinary field.

The following artifacts will reside in the student's portfolio:
- Safety and Sanitation assignments
- Fish and shellfish artifacts
- Recipes
- Photos of food product
- Bakeshop artifacts
- Sustainability assignment
- Professionalism artifacts
- Capstone project artifacts

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](link)
  - 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.