

Spring 2012

The Proposal of a Graduate Level Special Events Class at University of Nevada, Las Vegas

Megan Gerber
University of Nevada, Las Vegas

Follow this and additional works at: <https://digitalscholarship.unlv.edu/thesesdissertations>

 Part of the [Curriculum and Instruction Commons](#), and the [Hospitality Administration and Management Commons](#)

Repository Citation

Gerber, Megan, "The Proposal of a Graduate Level Special Events Class at University of Nevada, Las Vegas" (2012). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 1357.
<http://dx.doi.org/10.34917/3264842>

This Professional Paper is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Professional Paper in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Professional Paper has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

The Proposal of a Graduate Level Special Events Class at University of Nevada-Las Vegas

By:

Megan Gerber

In partial fulfillment of the requirements for:

Masters of Science Degree in Hotel Administration

William F. Harrah College of Hotel Administration

Spring 2012

University of Nevada-Las Vegas

Abstract

This paper proposes the creation of a graduate level events management class at University of Nevada-Las Vegas. It goes through the creation of the class as well as what materials are critical to teach in such a class. It gives ideas and maps out the class for a teacher to be able to come in and create and revise to suit their teaching style. The sixteen week syllabus is completed as well as all assignments detailed out. It should be able to be implemented and taught with minimal changes.

Table of Contents

Abstract	2
Table of Contents	3
Appendix Contents	4
Part I	5
Introduction.....	5
Purpose.....	5
Statement of Problem	5
Justification.....	6
Constraints.....	6
Glossary.....	7
Part II	10
Introduction.....	10
Structure of the Course	10
Content of the Course	11
Conclusion	12
Part III	13
Introduction.....	13
Composition of the Course	13
Conclusion	18
References	19

Appendix Contents

Syllabus20

Class Schedule24

Assignment #1.....25

Assignment #2.....26

Assignment #3.....27

Assignment #4.....28

Assignment #5.....29

Assignment #6.....30

Assignment #7.....31

BEO Sample Document.....32

PART ONE

Introduction

This paper is designed to create a class at University of Nevada-Las Vegas (UNLV) that fulfills a perceived gap in the hospitality graduate program in the area of special events. Included will be a literature review and then the class design and syllabus will be presented at the end.

Purpose

The purpose of this paper is to develop a course proposal for a graduate level events management class at University of Nevada-Las Vegas.

Statement of problem

In the curriculum at UNLV, there are special events classes taught at the undergraduate level, but not at the graduate level. This is a gap that needs to be filled in order for those students wishing to further their education specifically in special events management. There are specialized classes for laws of inn keeping and food service, the sociology of gaming, and the mathematics of casino games. All of these subjects have the overarching principles and practices as well as the research seminars with them. There is not any other graduate level class offered dealing with events of any kind. As this field is growing and rapidly expanding without a solid backing of rigor and regulation, this class would help to bring some semblance of unification and standardization among the profession. It could be a stepping stone or jumping off point toward the organization of the industry.

The creation of a graduate level events management class at UNLV would expand the current curriculum and allow students an opportunity to receive a more complete view of the industry. The goal of this paper is to create the class that would fill the current void left in the hospitality graduate studies program at UNLV.

Justification

UNLV is one of the leading universities for hospitality research and education. While other schools are offering a more rounded approach to every aspect of the industry, UNLV falls short in the events category and is centered around conventions and meetings. As a leader in hospitality education, UNLV should ensure that its students have the best access to the most relevant and recent information in the field, as well as providing them with a solid and well rounded background in every aspect of the industry.

While Las Vegas is a convention oriented town, there are still other types of events that occur around the city all year long. The current curriculum is centered around conventions and meetings, with no attention given to events or special events. This does not provide students with the opportunity to expand their knowledge in the field and possibly pursue other careers in the industry or around the world.

Constraints

For the purposes and intents of this paper we will only look at special events curriculum at the undergraduate level, as well as what is being taught at other universities with classes that have a similar title. This is to ensure that there is not any overlap between this class and those already taught and that it also represents a furthering of the knowledge gained at the undergraduate level.

The graduate college has placed special restraints on the course, type of course, content of the course, and content of the syllabus. Also due to the nature of UNLV being a semester school, the course will be written in a 16 week structure.

Glossary

Banquet Event Order – A form providing detailed instructions prepared by an event facility; provides details such as food and beverage, and room setup to facility personnel concerned with a specific area of the function dining room. (Goldblatt & Nelson, 2001)

Coordinator – someone whose job is to make different groups work together in an organized way to achieve something (Coordinator, n.d.)

Event – 1. *a archaic* : [outcome](#) *b* : the final outcome or determination of a legal action *c* : a postulated outcome, condition, or [eventuality](#) <in the *event* that I am not there, call the house> 2*a* : something that happens : [occurrence](#) *b* : a noteworthy happening *c* : a social occasion or activity *d* : an adverse or damaging medical occurrence <a heart attack or other cardiac *event*> 3: any of the contests in a program of sports

4: the fundamental entity of observed physical reality represented by a point designated by three coordinates of place and one of time in the space-time continuum postulated by the theory of relativity

5: a subset of the possible outcomes of an experiment (Event, n.d.).

Event Management – 1. A function requiring public assembly for the purpose of celebration, education, marketing, and reunion. 2. The process that includes research, design, planning, coordinating, and evaluation of events. (Goldblatt & Nelson, 2001)

Event Management Body of Knowledge (EMBOK) – EMBOK is a framework illustrating and encompassing the facets of events management that is flexible according to the needs of its user. The EMBOK is a three dimensional description of the knowledge and skills essential to create, develop and deliver an event. (Silvers, n.d.).

The Proposal of a Graduate Level Special Events Management Class

Event Marketing – the process that integrates a range of marketing elements around a central event sponsorship or lifestyle-themed activity. This process incorporates advertising, employee and consumer programs, sales promotion, public relations, causes, business to business, television property, and trade promotion with a specific event. (Goldblatt & Nelson, 2001)

Manager – : one that [manages](#): as *a* : a person who conducts business or household affairs *b* : a person whose work or profession is [management](#) *c* (*1*) : a person who directs a team or athlete (*2*) : a student who in scholastic or collegiate sports supervises equipment and records under the direction of a coach (Manager, n.d.)

Planner – Person whose job it is to oversee and arrange every aspect of an event. Person can be an employee of or hired ad hoc by companies, associations and other organizations to plan, organize, implement, and control meetings, conventions, and other events (APEX, 2012).

Profession – 1: the act of taking the vows of a religious community

2: an act of openly declaring or publicly claiming a belief, faith, or opinion : [protestation](#)

3: an avowed religious faith

4 *a* : a calling requiring specialized knowledge and often long and intensive academic preparation *b* : a principal calling, vocation, or employment *c* : the whole body of persons engaged in a calling (Profession, n.d.).

Occupation – 1 *a* : an activity in which one engages <pursuing pleasure has been his major *occupation*> *b* : the principal business of one's life : [vocation](#)

2 *a* : the possession, use, or settlement of land : [occupancy](#) *b* : the holding of an office or position

3 *a* : the act or process of taking possession of a place or area : [seizure](#) *b* : the holding and control of an area by a foreign military force (Occupation, n.d.).

The Proposal of a Graduate Level Special Events Management Class

Special Event – A unique moment in time celebrated with ceremony and ritual to satisfy specific needs. (Goldblatt & Nelson, 2001)

PART TWO

Introduction

There are many facets to the world of special events and they should all be covered as best as possible in the 16 week courses offered at many universities. The content of the course should accurately reflect both the academia arena, as well as the professional environment that many students may eventually find themselves in.

Structure of the Course

The events industry is rooted in many different fields of study such as psychology, sociology, economics, marketing, finance, business management, etc. It is a highly interdisciplinary field and should be taught in that regard.

The teaching of a special events class should be based primarily in a dynamic and experiential environment. Special events as a profession is constantly changing and the curriculum should be adaptable to fit any new developments or hopefully the standardization of the industry. Students should be able to practically apply all the knowledge they have to a specific assignment or scenario. This class will be taught with those considerations in mind. There will be conceptual, abstract assignments to go and evaluate events, as well as the practical learning of how to create a banquet event order. This gives the students a chance to engage in the industry and to learn the backside of what it takes to plan an event.

There will be no tests or required text book as this will be a graduate level course and those tend to be undergraduate requirements. There will be seven different deliverables throughout the class. Two of them will be event evaluations. The student will evaluate the first event with the guidance of the professor and the second one they will do on their own. Eventually, the second one will lead to the final paper where the student will analyze the event

The Proposal of a Graduate Level Special Events Management Class

using all of the knowledge and skills they have learned through the course. The students will create a banquet event order form, compiling all necessary information to be able to turn over the contract to the people who will manage it and make sure it is executed perfectly. Next, the students will complete an Excel exercise helping them learn the aspects of budgeting, while refreshing their skills in Excel. There will be two case studies where students will read an article, one on risk management and one on marketing, and then apply practical knowledge and lessons learned in class to answer specific questions relating to them. These varied activities will hold the attention of the student, compared to just straight lecturing and paper writing, also allowing them to apply what they are learning to real events.

The inclusion of both real world concepts and applications and those rooted in academia will give students a better competitive advantage over students who are strictly taught the academia side. Professors currently are using methods that vary but lectures are still the most common. (Deale, O'Halloran, Jacques, & Garger, 2010). Further, Deale, O'Halloran, Jacques, & Garger state that "in an applied field such as hospitality, experiential, authentic learning projects that extend beyond the classroom to engage students in the real world of hospitality are important and ought to receive more attention due to the hands-on nature of the industry and its relationship with tourism, often a community-based activity." Engaging the students in various activities and interchanging the different lesson plans is a goal of this class to make it more practical and applicable to the real world industry.

Content of the Course

The process of what it takes to plan an event should be gone through step-by-step and the student led through it in a commonsensical order. Also, there should be the theory and academics mixed in throughout to give a full perspective of the industry. EMBOK is starting to change the

events industry by bringing together all of the aspects and standardizing them, all over the world. Job titles vary through the business, with multiple jobs having different titles but the same description, such as event manager, event coordinator, and event planner. They are trying to help put in place regulations and rules to turn these titles into professions rather than occupations, as other industries have as time has gone on.

The hospitality industry is complex and dynamic and the content of the course should be able to evolve and adapt with it. The basic concepts and lessons taught will always remain the same, however the content and extra materials associated with all of the lectures will be ever changing.

Conclusion

The structure and the content of the course are critical to the practical application of knowledge that the students will receive through their education and the participation in this course. It is crucial to implement studies that are relevant and current, while actively engaging the students and encouraging their partaking in the industry during their course of study. This is especially true of a hospitality course where most learning takes place on the job, while the theories and background come from the classroom. The course should be adaptable to changes in the industry and also to new and upcoming research and progress from industry leaders as they push for the standardization of the profession.

PART THREE

Introduction

The composition of the actual class is detailed in the following paragraphs with the syllabus and all assignments and documents to follow.

Composition of the Class

A component of the class will be to get to know others in the class and start building relationships for the future. Building new relationships with people is a key role in an event planners world. The first week will be dedicated to the usual activity of going over the syllabus, along with planned activities to introduce the teacher and the students to one another. As there will be lots of group participation and sharing involved, either online or in the classroom, the students comfort level with each other is important. To obtain this, the students will play a “get-to-know-you” game, such as putting famous people’s names on stickers on their back and having to ask questions to figure out who they are and can only ask one question per other person. It would be forced interaction and help them to get to know each other as it is also a silly game. For the online version of the class, people would play a photo scavenger hunt. There would be certain criteria for each photo and they would have to find a picture of themselves that meets it. Then they would have to post them in an online forum. Finally, there would be a “scavenger” hunt for specific pictures that people posted, so they would have to look through all of the student’s pictures. This would help acquaint them with each other.

For the start of the learning in the class, students will be taught what a special event is and what the special events industry encompasses. This must be the starting point for any specialized class and the concept must be taught well as it will be the basis for all learning to come. Along with the basics, students will be taught the concepts, theories, the careers available

The Proposal of a Graduate Level Special Events Management Class

in the industry, and information about the Event Management Body of Knowledge (EMBOK). Laying this foundation for the student is critical especially in a survey course in a graduate program where students are coming from varied backgrounds. Basic information and the gathering of new knowledge falls under the academia side and the process learning aspect of schooling. Before the students move on to the next more hands on section, they will begin by completing an event evaluation with a guideline given to them. This will get them thinking about events from a different perspective. They get to choose the event they will attend and evaluate.

SEE ASSIGNMENT 1

Next the students will be guided through the process of actually planning and managing a special event. The first week of this section will focus on dealing with the client who is planning an event. This is a critical point for the student to start learning the real world application of what they are learning. They will learn how to understand their client, their client's vision and how to interpret what is said and put it into a planned event that makes logical sense and incorporates all of the client's wishes. Mary Litzsinger communicated that she saw programs lacking this teaching and it being one of the most critical to special event planners. (M. Litzsinger, personal communication, April 4, 2012). For an event planner this skill and ability is the basis and one of the most crucial knowledge bases due to the connection between their ability to hear a general plan, create it, and the satisfaction of the client in the end.

At this point in the class, students move on to some of the more technical aspects of managing special events. They will discuss the creation of a proposal and a banquet event order (BEO) form. There will be sample documents provided to allow students to grasp the entire concept that they are being presented as this is how they communicate the plan to others and the client. SEE BEO DOCUMENT Students will then be given a sample request for proposal (RFP)

The Proposal of a Graduate Level Special Events Management Class

which they will have to turn into a proposal/BEO. This will be the second of the deliverables due in the class. SEE ASSIGNMENT 2

The students will now move on to the management of their vendors. Creating and maintaining these relationships with the people that provide them the services they need to create their events, is crucial to the success of the planner. Students will learn how to build these relationships with different vendors that provide the same products, always keeping multiples within their contacts in case a client has special requests or a specific vendor isn't available the date of the event.

The next step of planning a special event will include how to get people to attend, whether it is a fundraiser or a wedding. Marketing concepts will be covered, as well as rules and guidelines for when to send out the invitations. Getting people to the event can be one of the biggest challenges for a special event planner. Who to target and how to target certain groups will be covered extensively in this week's lesson plan. There will also be a reading and case study on how to market events. The deliverable will be a two page analysis of the case study. SEE ASSIGNMENT 4

Moving on the students will learn the essentials to putting together a budget and the financial aspects of planning a special event. It will include the use of Excel to help them learn not only how to use the program but to customize it and fit it their needs as event planners. This is useful to the students because each client has a price point that they are looking at and to be able to meet that dollar amount, one needs a tool to help them achieve it for the client. Students will also learn how to mark up vendor services that they contract, learn about merchant discounts, and wholesale pricing versus retails pricing. Along with this lesson plan there will be

an excel sheet exercise that they students must take home and complete as the fourth deliverable.

SEE ASSIGNMENT 4

Legal issues play an important part in planning an event. From making sure all the licensing is in place, to making sure your vendors are insured, the site is able to hold events, and complying with laws such as ADA, these things all play a part in the planning process. A related issue is risk management and a major part of event planning is to be able to reduce the amount of uncertainty and the possibility of anything going wrong before or during the event. The health and safety of the guests is crucial in risk management. This leads the students to a case study dealing with risk management in which they will need to hand in an analysis, completing the fifth assignment. SEE ASSIGNMENT 5 Along with these two topics, is corporate social responsibility (CSR). This includes making ethical decisions and remembering that one is a member of a community and has a duty to make sure they do not unnecessarily do harm or endanger another while in pursuit of their obligations to their clients and within their careers. Event planners need to be aware and conscious of their surroundings and not damaging them.

For the execution and day of planning lecture, students will learn about timelines and schedules and making sure that everyone shows up as planned from those needed in the event, to guests, to vendors. A special event planner should plan their day to include being on-site all day at their events because they act as the liaison between the client and all of the vendors and staff. Being there for the client is a huge reassurance to them that everything is under control and will go as planned. Students will learn how to manage all of the activities that happen and take place during this time.

Next, the students will learn about how to follow up with their clients after the event has taken place. For some people it means sending a survey, others will simply send an email to say

The Proposal of a Graduate Level Special Events Management Class

thank you and ask to make sure the event was exactly as the client expected and that there were no concerns or issues encountered by the client. If they have access to the attendees, they could send them follow up interview questionnaires. These activities are critical to an event planner and the way they plan events in the future. They will find out what works and what does, what people like and don't like, and in general ways to improve for the next time.

In the technology and programs portion of the class, students will learn about the various programs that are prevalent in the industry. These include Daylite, Delphi, Meeting Matrix, etc. Students must learn the programs that are generally required when applying for jobs within the industry. This knowledge will give them an advantage over others who do not receive the instruction on these programs. It will enhance the learning and knowledge that the students are gaining in the field of special events management.

The green and new best practices lesson plan will be constantly changing and updating and the industry constantly changes. The associations list will remain fairly consistent including International Special Events Society (ISES), Wedding Industry Professionals Association (WIPA), International Festivals & Events Association (IFEA), etc.

Lastly, the students will complete another event evaluation similar to the first one, but without the guidelines. They will turn in a short summary of their analysis of the event. SEE ASSIGNMENT 6. Next, they will compose an essay based on this same event, but they have to apply what they learned and describe what they would have done better or the processes that the planner would have gone through. This will be turned into a presentation that will either be given in the classroom or via Skype to the teacher, if the students are not located in Las Vegas. SEE FINAL ASSIGNMENT/ESSAY

Conclusion

The content and structure of this course fulfills the necessary requirements at UNLV, while giving students the chance to experience something at the graduate level that has never been offered before. The special events industry is changing and developing rapidly and students should have the opportunity to participate and learn this dynamic aspect of events. It also presents the chance for the standardization of the industry through academia. It would help to have groups of students who were able to go into the field and all be on the same page, using the same terminology and practices. The implementation of this class at UNLV would be beneficial to many students and fill a gap in the education that is presented currently.

References

- Accepted practices exchange. (n.d.). Planner. Retrieved from <http://www.conventionindustry.org/StandardsPractices/APEX/glossary.aspx>.
- Coordinator. (n.d.). In Cambridge dictionary online. Retrieved from <http://dictionary.cambridge.org/dictionary/british/coordinator>.
- Deale, C., O'Halloran, R., Jacques, P., & Garger, J. (2010). An examination of current hospitality and tourism teaching methods. *Journal of Hospitality & Tourism Education*, 22(2), 20-29.
- Event. (n.d.). In Merriam-Webster's online dictionary (11th ed.). Retrieved from <http://www.merriam-webster.com/dictionary/event>.
- Goldblatt, J., & Nelson, K. (2001). *The international dictionary of event management*. (2nd ed., p. 19, 71, 72, 181). New York, NY: John Wiley & Sons, Inc.
- Manager. (n.d.). In Merriam-Webster's online dictionary (11th ed.). Retrieved from <http://www.merriam-webster.com/dictionary/manager>.
- Profession. (n.d.). In Merriam-Webster's online dictionary (11th ed.). Retrieved from <http://www.merriam-webster.com/dictionary/profession>.
- Occupation. (n.d.). In Merriam-Webster's online dictionary (11th ed.). Retrieved from <http://www.merriam-webster.com/dictionary/occupation>.
- Silvers, J. (n.d.). Event management body of knowledge: An introduction. Retrieved from <http://www.embok.org/>.

SYLLABUS

Special Events Management (HOA 744)

Professor: Rhonda Montgomery, Ph.D.
Office: Beam Hall 360
Phone Number: 702/895-4460
Class Time: Monday 5:30 PM – 8:15 (Or ONLINE)
Office Hours: Monday – 12:00 PM – 2:00 PM
Thursday – 11:00 PM – 2:00 PM

Other times and dates are available by appointment.

E-Mail: Rhonda Montgomery on WebCampus **USE ONLY THE WEBCAMPUS EMAIL ADDRESS TO REACH ME.**

COURSE DESCRIPTION:

This course is designed as an introductory overview of the world of special events and their management. It will cover all aspects from initial concept, to risk management, to evaluation post event. The world of special events is quite diverse and interdisciplinary in nature. We will look at how different areas of study affect the management of special events.

COURSE GOAL:

To provide students with the opportunity for a synthesis of ideas and evaluation in an environment that will enhance their growth and expansion and to give students a general understanding and practical application of all different aspects of special event management.

COURSE OBJECTIVES:

Upon successful completion of this class and within a framework of creativity, interaction with other students, observation and reporting:

- Students will be able to create an event proposal to meet the needs and vision of the client.
- Students will be able to evaluate and analyze events from the perspective of a client and a planner.
- Students will be able to compose grammatically correct papers regarding events.
- Students will be able to estimate income and expenses for an event; create a budget; and present the information in a spreadsheet.
- Students will be able to assess potential legal, ethical, and risk management issues and develop contingency plans for addressing those issues through use of a case study.
- Students will be able to develop, implement, and evaluate an event-marketing plan.
- Students will be able to actively engage with the other students to collaboratively and experientially learn.

STUDENT RESPONSIBILITIES:

ATTENDANCE. While not mandatory, it is highly encouraged, as this is partially a cooperative learning environment and participation by all students is needed to fulfill the objectives.

TECHNOLOGY. Students are required to log onto WebCampus daily and utilize the class e-mail account in WebCampus for communication and participation in this class. **Students must access the homepage several times each day where the professor will place class announcements and any changes to due dates, schedules, guest speaker lectures, etc.**

COMPUTER CONNECTION ISSUES. Students are expected to practice due diligence in maintaining a reliable computer connection with regard to this class. If encountering difficulties within WebCampus, call the 24-hour student help desk at 702-895-0761. Students are expected to complete their work far in advance of course deadlines to ensure software problems do not prohibit the timely submission of work.

Course Requirements:

This is an interactive course. Every student must participate in all group activities.

TEXTBOOK AND MATERIALS:

*Events Management (3rd Edition), Bowdin, Allen, O'Toole, Harris, McDonnell. 2011.

*Copy of selected articles and readings from various sources. Packet and links available online through WebCampus.

Assessment and Grading

Activity	Points per item	Number	Total points
2 Event Evaluations	100	2	200
2 Case Study Write Ups	100	2	200
BEO Creation	100	1	100
Budgeting Worksheet/Paper	100	1	100
Final Paper	200	1	200
Total Points			800

Grading:

Although this is not an English class, it is a college level course and therefore a course that is preparing you for your profession. I believe it is my responsibility to prepare you to perform in a professional manner in all things you do in the workplace. Therefore, I will take into account when grading your papers, the number of spelling, typing and/or grammatical errors present in your papers.

FINAL GRADES PERCENTAGE BREAKDOWN		
A 100-90	C+ 79-77	D 66-63
B+ 89-87	C 76-73	D- 62-60
B 86-83	C- 72-70	F 59-below
B- 82-80	D+ 69-67	

UNIVERSITY POLICIES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://provost.unlv.edu/copyright/>.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: <http://drc.unlv.edu/>.

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her

The Proposal of a Graduate Level Special Events Management Class

intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

The Proposal of a Graduate Level Special Events Management Class

CLASS SCHEDULE

Week	CLASS OVERVIEW	ASSIGNMENT & HOMEWORK
Aug. 27	Introduction	Read Syllabus
Sept. 3	NO CLASS – LABOR DAY Theory/Types/Careers/EMBOK	
Sept. 10	Understanding Your Client	DUE: Event Evaluation
Sept. 17	Special Events Planning/Proposals/Contracts	
Sept. 24	Vendor Management/Relationships	DUE: BEO Assignment
Oct. 1	Marketing/Invites/Attendees	
Oct. 8	Financials/Budgeting/Excel	DUE: Marketing Case Study
Oct. 15	Legal Issues, Risk Management, CSR	DUE: Financial Worksheet
Oct. 22	Execution and “Day Of”	
Oct. 29	Follow Up, Rating, Feedback, Recap	DUE: Risk Management Case Study
Nov. 5	Technology/Programs	
Nov. 12	NO CLASS – Veteran’s Day New Best Practices/Green/Associations	
Nov. 19	Meet with Professor/Presentations (if needed)	DUE: Event Evaluation
Nov. 26	Presentations (Skype)	
Dec. 3	Presentations (Skype)	
Dec. 10	Final Essay Due	DUE: Final Essay

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #1

Event Evaluation

Name of Event: _____

Date/Time of Event: _____

First Thing You Noticed: _____

Does the Event Flow From the Front Door Into the Room and Different Spaces Leading You Throughout the Event? _____

Describe the Décor: _____

Watch the Staff. What do You Notice About Them and How They Are Working?

Does There Seem to be Someone in Charge That You Can Pinpoint? _____

Does There Seem to be/is There a Stated Schedule that is Being Followed Accurately?

How Many Attendees Do You Estimate are There? _____

Estimate How Much You Think The Event Cost. _____

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #2

BEO Creation

Scenario #1

A client is throwing a family reunion for 65 people here in Las Vegas. They will need full catering services and want a BBQ style buffet meal. They would prefer it in a park but don't have a location picked out yet. Since they are from out of town, they will need all of the rentals and décor. She would like to see what group rate you could get for hotel rooms at one of the casinos on the strip. They will need transportation from there to the event location. The date is April 22, 2012 at 3:30 p.m. Her name is Sally Smith. Her budget for just the food and rentals is \$4,000.

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #3

Students will read a preselected marketing case study and write a two page analysis of it answering the specific questions provided by the teacher.

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #4

Financial Worksheet

The students will complete and fill in an Excel document using the information below and the basic setup will be provided to them.

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #5

Students will read a preselected risk management case study and write a two page analysis of it answering the specific questions provided by the teacher.

The Proposal of a Graduate Level Special Events Management Class

ASSIGNMENT #6

Independent Event Evaluation

Students will attend an event and complete a 2 to 4 page description of the event based on the knowledge and skills they have learned throughout the course.

ASSIGNMENT #7

Final Essay

Students will take the event that they previously described and complete a full write up on it, taking and applying all of the knowledge they have acquired and describe how they would change the event or what could have been done differently/better to improve the event.

BEO DOCUMENT

Opera Demo Hotel, Small				<small>micro-FIDELIO</small>		
1234 Documentation Lane Naples, FL 33419, US 941-430-4000 941-430-4100				ODH		
Account Name: Dolce & Gabana		Contract Number: 590585.04				
Contact Name: Gabriella, D'Orsini		Catering Mgr: Documentation Documentation				
Address: 91900 NE 33rd ST New York, NY 10019 US		Sales Manager: Documentation Documentation				
Telephone: 915.688.7214		Booking Type:				
Fax:		Booking Name: Dolce & Gabana				
E-mail: gabbydor@dng.com		Represented by: Dolce & Gabana				
Monday, June 12, 2006						
Time	Room	Function	Set-up	Code	Exp/Gtd	Rental
07:00 AM - 05:00 PM	Pennington	Meeting	Square		40 / 35	DAY
05:30 AM - 06:00 PM	Room					BEO 9061
Post as: Dolce & Gabana						
Food			Beverage Service			
Pennington Room 07:00 AM To 05:00 PM BEO 9061 Event ID - 219172 07:00 AM To 05:00 PM Savoury Break #2 Exp 40 / Gtd 35 / Set 40 Fine Finger Sandwiches Cucumber, Chicken Salad, Egg and Cress ,Tuna Mayonaise Fresh Fruit and Cottage Cheese Scones with Clotted Cream and Strawberry Jam Selection of Savoury Bites Chicken Wings, Mini Sausages, Samosas, Mini Quiches			Pennington Room 07:00 AM To 05:00 PM BEO 9061 Savoury Break #2 Pink Lemonade \$ Jack Daniels Bourbon \$ shot Per Bot Kentucky Bourbon Pennington Room 07:00 AM To 05:00 PM BEO 9061 Lunch Menu 'Lucullus' Perrier Sparkling Water \$ Soft Drinks and Juices \$ Evian Still Water \$			
Pennington Room 07:00 AM To 05:00 PM BEO 9061 Event ID - 219172 07:00 AM To 05:00 PM Lunch Menu 'Lucullus' Exp 40 / Gtd 35 / Set Chicken Roulade with Spinach and Mascarpone Cream Honey Glazed Scallops over Leeks Fresh Sliced Mango with Passion Fruit Sauce			Decoration			
			Pennington Room 07:00 AM To 05:00 PM BEO 9061 15 Floral Centerpiece			
Date Last Printed: 06/12/07						
Page 1 of 2						
Customer Initials _____						

