

Human Resources Practicum

Primary Career Cluster:	Business Management & Administration
Consultant:	Anna Ogburn, (615) 253-7442, Anna.Ogburn@tn.gov
Course Code(s):	6159
Prerequisite(s):	The first three courses in the Human Resource Management program of studies
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 Business or Marketing courses.
Programs of Study and Sequence:	This is a capstone course in the <i>Human Resources Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.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):	030, 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-business-management-administration

Course Description

Human Resources Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Human Resources courses within a simulated

startup environment or authentic business setting. This course is ideal for students who wish to pursue careers as professionals in the field of human resources. Practicum activities and experiences should take under the supervision of the instructor and in collaboration with a local business partner. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to continue their study at the postsecondary level.

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 *Human Resources Management* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at <https://tn.gov/education/topic/career-clusters>.

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

Launching a Career in Human Resources

- 2) Research human resources in an industry/market/location of choice, including but not limited to the local region. Produce an in-depth profile, case study, or similar analysis of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. Cite specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Products or services provided
 - d. Marketing/branding strategy
 - e. Profit model
 - f. Website and contact information
- 3) Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- 4) Search for the resumes of human resources professionals retrieved from the websites of institutions, organizations, or professional networks. Discuss what is typically included in the resumes of human resources professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- 5) Investigate the current climate for human resources in the United States and abroad. Synthesizing the most recent information on recruiting and acquisition, employee relations, employee benefits and compensation, organizational development, diversity in the workplace, labor relations, and legal issues in employment, identify the possible constraints and opportunities for hiring qualified employees in a target market. Draw conclusions based on the research and compile into a memo, executive summary, or mock proposal highlighting successful hiring practices.

Professionalism and Ethics

- 6) In collaboration with designated teammates, develop a 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
- 7) Collect Codes of Ethics from various human resources related professional organizations such as the Human Resources Management Association, American Human Resources Development Association, American Staffing Association, Association for Talent Development, Labor and Employment Relations Association, and the National Institute for Personnel Management to examine areas of commonality. Participate in a class discussion on the significance of including specific standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

Transferring Course Concepts to Practicum

- 8) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Where appropriate, develop, practice, and demonstrate skills outlined in previous courses.
- 9) Identify a human resources problem faced by a local business to define a project proposal. Incorporate organization interviews into the research, as well as human resources concepts from the prior three courses. Prepare a written project proposal including the problem definition; justification for why the problem is important to solve; design statement; criteria; constraints; information obtained through research; and deliverables.
- 10) Create and continually update a personal journal to document skills learned during the practicum 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

Portfolio

- 11) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:
- a. Career and professional development plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Examples of business plan and supporting materials developed and used during the course

- e. Sources of support, including mentors, financial, in-kind, and other
- f. Description of technology used, with examples if appropriate
- g. Periodic journal entries reflecting on tasks and activities
- h. Feedback from instructor and/or supervisor based on observations

Communication of Project Results

12) Upon completion of the practicum, 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. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success in the area of human resources management.

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.



Human Resources Management

Primary Career Cluster:	Business Management & Administration
Consultant:	Anna Ogburn, (615) 253-7442, Anna.Ogburn@tn.gov
Course Code(s):	
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (5905), <i>Business Management</i> (5889)
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 Business courses.
Programs of Study and Sequence:	This is the third course in the <i>Human Resources Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@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 Industry Certifications	None
Dual Credit or Dual Enrollment	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution(s) for more information.
Teacher Endorsements	030, 035, 039, 052, 054, 056, 057, 152, 153, 158, 201, 202, 204, 311, 430, 433, 434, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-business-management-administration

Course Description

Human Resources Management focuses on preparing students for employment in the various disciplines of human resources. Proficient students will understand human relations and the impact of proper management of people as a resource in business. Upon completion of this POS, students will be prepared to seek employment or advanced training as a human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, or many other careers in human resources management.

Program of Study Application

This is a capstone course in the *Human Resources Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management & Administration website at <https://tn.gov/education/article/cte-cluster-business-management-administration>.

Course Standards

Business Leadership and Strategy

- 1) Describe the process of developing a mission statement and vision for an organization and how these key components impact day to day functions and affect employee morale. Research and identify the mission statement and vision of several companies and compare and contrast the differences between them (such as small company versus large company, for profit organization versus nonprofit organization, etc.). Create a new, or recommend updates to an existing, mission statement and vision for an identified business by summarizing information gleaned from observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.
- 2) Summarize characteristics of, and distinguish between, different leadership styles (such as autocratic, democratic, participative, transformational, etc.). Drawing on information from research, illustrate the pros and cons of identified leadership styles and the affect that each style has on employee performance, engagement, and morale.
- 3) Identify the role of human resources in business and identify separate functions within the human resources department. Compare and contrast the differences between human resources departments in large organizations, midsize organizations, and small organizations. Discuss the way that the functions of a human resources department interplay and are dependent on one another.

Recruiting and Talent Acquisition

- 4) Investigate the recruitment sources for businesses and organizations to advertise open positions for employment. Discuss the pros and cons of different types of advertisements (such as newspaper advertisements, electronic job board advertisements, social media advertisements, etc.). Analyze the elements of a job posting and create a sample posting for an identified position.
- 5) Recognize selection tools (such as interviews, tests, and reference and background checks) utilized in the selection of a candidate for a position and explain how these tools are used. Research different ways that companies conduct interviews and how candidates progress through an interview process. Compare and contrast the hiring process in different size (large, midsize, and small) businesses. Discuss how an organization determines that they have found the right candidate for an open position as this relates to job description and skills set required for different positions. Practice through role play (as interviewer and interviewee) the process of interviewing for a position.

- 6) Identify legislation (such as the Americans with Disabilities Act, Genetic Information Nondiscrimination Act, Age Discrimination in Employment Act, etc.) that affects the recruitment and selection process. Research to find a number of specific employment tools (such as questionnaires, tests, etc.) and evaluate these tools based on existing legislation.

Employee Relations

- 7) Discuss the importance of positive morale in the workplace and the consequences of negative morale. Identify strategies to build an atmosphere of teamwork and ways to encourage the full engagement of employees. Conduct research to find organizations with reputations for great employee morale and identify factors that contribute to the positive atmosphere in these places.
- 8) Compare and contrast different types of performance reviews and their impact on employees and the organization. Identify strategies utilized to deal with employees who exhibit indicators of poor performance (such as tardiness, unreliability, improper dress, difficulty working with others customers, etc.) and consequences for such performance. Explore strategies used to motivate employees to do their best work.
- 9) Examine the onboarding process for new employee in different types (such as large corporation, small business, government organization, etc.) of businesses. Compare and contrast what parts of this process are constant and which differ depending upon the organizational type, size, structure, etc. Discuss the effect that a proper onboarding process has on retention of employees.
- 10) Investigate the expectations (such as attendance, requesting leaves of absence, professional dress, standards of behavior, confidentiality, etc.) that a business/organization has for employees. Research to determine the differences in expectations among various types of jobs as defined by the industry (such as medical, business, agriculture, criminal justice, human services, technology, automotive, etc.) of which they are a part.

Employee Benefits and Compensation

- 11) Explore different employment categories (such as regular full-time, regular part-time, exempt, non-exempt, temporary full-time, temporary part-time, contingent/on-call, etc.) and how these categories determine wages and other compensation. Identify different types of pay related to merit, overtime, commission, etc., pay scales, salary grades, and ways other than wages earned (such as bonuses, incentives, use of company vehicle, employer paid insurance premiums, etc.) that employees are compensated. Compare and contrast the payroll function of human resources departments in organizations of different sizes (small business, medium size organization, large corporation, etc.).
- 12) Demonstrate knowledge of a variety of benefits for employees (such as different types of leave, insurance, retirement plans, etc.). Describe annual leave, sick leave, family and medical leave, military leave, administrative leave, extended sick leave, and other types of leave. Examine different types of employer provided insurance (such as medical, dental,

vision, etc.) and compare and contrast the employee benefit, relative to organization size, with regard to insurance. Discuss retirement plans for employees including types available, employer contributions, and required employee contributions.

- 13) Discuss benefits other than leave, insurance, and retirement plans available to employees such as purchase discount programs, tuition reimbursement, provision of uniforms, employee recognition and service awards, employee assistance programs, onsite childcare, etc. Differentiate between the ability of different size organizations (small business, medium size organization, large corporation, etc.) to offer such benefits to employees.

Organizational Development

- 14) Examine different types of training and professional development for employees. Differentiate between onsite and offsite training and determine the positive and negative aspects of each. Discuss the necessity for businesses to provide consistent and timely training and professional development as it relates to advances in technology, growth and expansion of the business, changes in policy or various legal considerations, and other such factors.
- 15) Identify areas of industry (such as medical, business, agriculture, criminal justice, human services, technology, automotive, etc.) and distinguish differences in the professional setting in each industry. Investigate 21st Century/soft skills necessary for employment in any industry and create a graphic of these skills to include an in depth description of each. Compare and contrast the differences in training and development offered for employees of each industry identified.
- 16) Discuss why professional development is a shared responsibility between a business and an employee. Research to construct a list of various types of professional development opportunities and categorize each as the responsibility of either the employer or the employee. Describe the relationship between lifelong learning and professional development.
- 17) Investigate the changing conditions of the work environment and discuss different types (such as working in an office, working from home, working from a vehicle, working internationally, etc.) of work environments. Describe the positive and negative aspects of each type of work environment identified.

Diversity in the Workplace

- 18) Examine the aging workforce and the challenges associated with multigenerational employee working together. Identify other areas of diversity (such as cultural, workstyles, emotional intelligence, religion, etc.) in the workplace and describe the positive and negative aspects of each with regard to contribution of best practices, diversity challenges, strategic teambuilding, and employees working well together.

- 19) Explain the power of diversity of thought (the idea of more than one way) and how this applies to building a cohesive workforce. Describe how identity, culture, and experience inform the contributions of employees in the workplace. Conduct research to find organizations with positive relationships among diverse employee populations and report the strategies employed successfully by these organizations.
- 20) Recognize legislation, resources, or policies (historical and current such as the Hire More Heroes Act, hireimmigrants.ca, The Urban League, etc.) which encourage the hiring of employees from special and/or minority populations. Discuss ways to advertise positions with an emphasis on details that will attract a diverse pool of candidates and cultural sensitivity when describing what makes an organization a good place to work.

Labor Relations

- 21) Identify the tasks and responsibilities of labor unions for a variety of industries and describe the advantages and disadvantages of joining a union. Differentiate between employer actions in unionized and non-unionized organizations. Discuss the challenges faced by businesses where there is union representation for employees.
- 22) Describe the meaning of the phrase “right to work” and discuss the implications for employees of this statute. Distinguish the difference among right to work laws from state to state. Form an opinion based on this research as to which states have laws in place that best protect employees. Create a graphic to reflect your research and opinion regarding right to work states.
- 23) Conduct research to identify a variety of unfair labor practices (ULP) as defined by the National Labor Relations Acts (NLRA), Federal Labor Relations Authority, and other labor laws/entities. Through the examination of case studies (court cases, etc.), describe the unfair labor practice, the filing of charges, the investigation and processing of the charge, and the issuance of complaint and settlement, and (possibly) the hearing and decision (if a case is not settled following the issuance of complaint).

Ethics, Legal Issues, Safety and Security

- 24) Summarize the role of the U. S. Equal Employment Opportunity Commission (EEOC) in enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability, or genetic information. Discuss employers that are covered by EEOC and the role and authority of EEOC in investigating charges of discrimination against employers who are covered by the law.
- 25) Define the phrase “employment at will” and discuss the origins of this policy. Explain the implications on employees of this practice and summarize the pros and cons associated with this. Identify any known exceptions to this rule and describe how these exceptions differ from state to state.

- 26) Conduct research to find employment policies (such as policies related to harassment, drug use, data breaches, etc.) which, when violated, can result in legal ramifications. Identify these policies and research the possible consequences for violation of such policies in the workplace.
- 27) Identify other safety and security policies (such as acceptable use, use of social media, personal calls, company vehicle use, solicitation, etc.) in place at businesses and discuss the differences between the policies in various industries and in organizations of different (small business, medium size organization, large corporation, etc.) sizes. Investigate to find Codes of Conduct that represent businesses in different industries and industries of different sizes.

Global Human Resources

- 28) Define the concept of human resource planning and discuss outsourcing as it relates to this concept. Identify companies in the United States that rely heavily on the outsourcing of jobs and explain why the practice of outsourcing is beneficial for these organizations. Create a graphic that reflects your findings.
- 29) Investigate labor laws in various countries and discuss the impact that such laws have on conducting business across the globe. Compare and contrast the ease/difficulty of conducting business in different countries as determined by labor laws, cultural practices, and international politics.
- 30) Conduct research to identify top international employers and discuss what strategies and business practices are utilized by these employers to ensure their success. Evaluate these practices and discuss the possibilities for their use among other international employers.

Career Exploration of Human Resources Management Careers

- 31) Explore careers in Human Resources Management and research the job descriptions and typical activities of major professions in this area such as human resources director, training and development specialist, benefits and compensation analyst, payroll and accounting specialist, employee relations manager, talent acquisition director, and more. Produce a career pathways chart or other graphic detailing the aptitudes and training required for careers of interest. Upon completion of the chart, conduct a self-assessment of aptitudes, interests, and personality aligned to careers; then devise a tentative career plan to reach employment goals based on the research conducted.
- 32) Conduct a job market search for one of the careers selected in the preceding standard by browsing print and online job boards and vacancy announcements. Consider factors such as local industry needs, projected annual openings, and prospects for growth when researching specific occupations. Synthesize findings to create a report comparing three or more job openings within the selected career, based on the following criteria: (1) education/certification requirements, (2) recommended years of experience, (3) salary and benefits, and (4) expected roles and responsibilities outlined in the vacancy announcement.

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.



Business Management

Primary Career Cluster:	Business Management & Administration
Consultant:	Anna Ogburn, (615) 253-7442, Anna.Ogburn@tn.gov
Course Code(s):	5889
Prerequisite(s):	<i>Introduction to Business & Marketing</i> (5905)
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 Business courses.
Programs of Study and Sequence:	This is the third course in the <i>Business Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@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 Industry Certifications	None
Dual Credit or Dual Enrollment	There are currently dual credit opportunities available for this course at specific community colleges. Reach out to a local postsecondary institution(s) for more information.
Teacher Endorsements	030, 035, 039, 052, 054, 056, 057, 152, 153, 158, 201, 202, 204, 311, 430, 433, 434, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-business-management-administration

Course Description

Business Management focuses on the development of the planning, organizing, leading, and controlling functions required for the production and delivery of goods and services. This applied knowledge course addresses the management role of utilizing the businesses' resources of employees, equipment, and capital to achieve an organization's goals. Students will participate in a continuing project throughout the course in which, individually or in teams, they will present recommendations to improve an existing business. Local business partnerships are encouraged to provide resources for faculty and students. Upon completion of this course, proficient students will

be able to complete a full review of an existing business and offer recommendations for improvement as would a management consultant.

Program of Study Application

This is a capstone course in the *Business Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management & Administration website at <https://tn.gov/education/article/cte-cluster-business-management-administration>.

Course Standards

Role of Management

- 1) Describe the management process and examine the functions of management (planning, organizing, leading, and controlling). Through review of case studies or news media, illustrate how concerns for the environment, an increasingly diverse workforce, globalization of the marketplace, and rapidly changing technology have impacted how businesses apply these functions.
- 2) Summarize characteristics of, and distinguish between, different management theories (such as scientific management, Total Quality Management (TQM), Ouchi's Theory Z, Six Sigma, etc.). Drawing on information from research, illustrate how economic, political, or cultural decisions influence management theories that have been applied in the business environment. For example, hypothesize how Maslow's Hierarchy of Needs affects theories of management.
- 3) Distinguish between historical management theories (such as Scientific Management Theory, Human Relations Movement, etc.) and modern management theories (such as Contingency Theory, Systems Theory, Chaos Theory, etc.) then compare and contrast similarities and differences. Discuss ways in which major historical events and dramatic shifts in societal processes and procedures have informed the evolution of management theories. Identify factors and variables that have influenced changes, progressions, and/or modifications to theories of management.
- 4) Research the management skills needed in today's business environment (such as goal setting, decision making, communications, delegation, technical skills, motivational and leadership skills). Through the analysis of case studies, discuss the role of business leaders who have been recognized for their influence on modern managerial approaches (such as Theory Z's William Ouchi, General Electric's Jack Welch, Hewlett-Packard's Carleton Fiorina, or Facebook's Sheryl Sandberg). Synthesize research to produce a profile of a strong candidate for a business manager, citing specific evidence from text.
- 5) Select a historical and a modern theory of management and develop a business plan for a proposed organization using each identified approach. Include a clear comparison of the two business plans with differences clearly defining and explaining the variables contributing to these variations. Create a graphic that illustrates each component of a business plan (such as executive summary, business description, products and services,

etc.) which clearly distinguishes the differences between the plan using a historical theory and the plan using a modern theory.

Planning and Strategic Management

- 6) Analyze the elements of sample business plans or business plan templates found in informational text, identifying and describing the purpose of common elements. Discriminate between elements that govern culture (such as vision, mission, core priorities and social responsibility) and those that may govern operational goals (such as market share, profitability, and product development).
- 7) Investigate and choose an existing business to research (individually or in teams) throughout the duration of the course. Describe the business' current target market, primary products or services offered, unique characteristics, current market position, and customer volume by summarizing available public documents about the business.
- 8) Design, write, modify and evaluate a business plan for the identified existing business. The business plan should include, but may not be limited to, detailed descriptions of products and/or services offered, risk analysis, short and long term profits, marketing plan, investment needed to start and maintain the business, plans to obtain working capital, legal licenses, and vendor contracts. Include a company organization chart, job description and skills needed of main employees, physical equipment and facilities required, and any future expansion plans.
- 9) Study benchmark indicators included in a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis and conduct a SWOT analysis of the selected business using data and evidence collected from personal interviews, observations, print articles, and internet searches. Citing specific data and evidence, make a claim about the business' most significant weakness(es), or area(s) of opportunity, to address throughout the duration of the course.

Business Process Considerations

- 10) Create a new, or recommend updates to an existing, mission statement for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the specific aspirations, beliefs, and values of the company.
- 11) Conduct a PEST analysis (Political issues, Economic factors, Socia-cultural factors, Technology) of the selected business, including available geographic, demographic and economic data gathered from multiple authoritative sources. Based on the analysis, make a prediction about necessary factors which need to be considered in order to accurately address the businesses' most significant weakness(es) or area(s) of opportunity selected in standards 6.

Marketing Considerations

- 12) Identify up to five businesses that could be considered competitors of the selected business. Gather and summarize information about the competition succinctly in a chart, table, or graphic. Information may include variety of products available, location, prices, services, and other unique characteristics.
- 13) Make a claim about the current target market of the selected business, developing and supporting the claim and counterclaim(s) with data and evidence provided by the business and from research on potential competitors. Develop a detailed customer profile to summarize characteristics, including the BPI (Buying Power Index), for the target market.
- 14) Using previous research on the selected business and its competitors, describe typical prices in the industry for similar products or services, noting how the prices of the selected business compare to others. Summarize how businesses make and review pricing decisions based on four key market factors: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor for the selected business and summarize how each relates to typical organizational goals of earning a profit, gaining market share, and being competitive, noting where there are chances to address weakness(es) or capitalize on area(s) of opportunity identified in standard 6.

Organizational Considerations

- 15) Describe advantages and disadvantages of the basic forms of business ownership (sole proprietorship, partnership, and corporation) and identify variations of basic forms of business ownership (franchise, limited partnership, cooperative, limited liability company, and S corporation). Determine which ownership structure is employed by the selected business and hypothesize why it was selected. Review copies of available partnership agreements, articles of incorporation or franchise contracts, noting characteristics important for successful operation of a given business.
- 16) Document existing operations plan of the selected business, describing location, hours of operation, customer accessibility, equipment, storage, and inventory needs, and current supply chain elements. Reviewing the most significant weakness(es), or largest area(s) of opportunity for the selected business determined in standards 6, make recommendations about changes to current plan to improve business operations. For example, recommending a new location to improve customer foot traffic.
- 17) Diagram and describe the organizational structure of the business by creating an organizational chart of existing positions and/or department in the business, paying close attention to documentation of job descriptions (including reporting structures), accurate number of employees, and any outsourced labor.
- 18) Identify applicable risks to the selected business (such as fire or flood damage or significant theft of inventory) and research available options for risk management, such as insurance. Make a claim about appropriate risk management strategies to employ to address the businesses' weakness(es) or area(s) of opportunity identified in standard 6, justifying claim with data and evidence from research.

- 19) Identify and list appropriate national, state, and local bodies governing the operations of the selected business. Review documentation to summarize federal, state, and local regulations and laws (such as environmental regulations, zoning or licensing requirements, and legal stipulations) that are necessary for the continued operations of the selected business.
- 20) Analyze the essential parts of a contract by reviewing sample contracts and researching the Uniform Commercial Code for basic commercial law. Request a copy of a contract in use at the selected business and review it to recommend potential areas for refinement or improvement.

Human Relations Considerations

- 21) Create a new, or recommend updates to an existing, employee manual for the selected business by summarizing information gleaned from personal interviews, observations, print articles, and internet searches about the human resource policies and employee expectations of the company. Include the following:
 - a. procedures for employee hiring and release
 - b. orientation of new employees
 - c. performance assessments
 - d. handling grievances
 - e. compensation packages
- 22) Describe legal strategies used by labor and management (strikes, boycotts, layoffs, and lockouts) and illegal strategies used by labor and management (wildcat strikes, secondary boycotts, and preventing workers from forming unions). Conduct current event research highlighting recent activities involving labor and management disputes, drawing conclusions about the potential impacts of a labor and management strategy on the selected business, if any.

Financial Considerations

- 23) Interpret the data shown on financial statements (income statement, balance sheet, cash flow statement, and statement of net worth) of the selected business. Benchmark the business' financial position against others in the industry, by reviewing available public filing documents such as financial statements, annual reports, and statements to shareholders of national firms.
- 24) Evaluate various financial control tools such as budgets, audits, and financial ratios. Construct a TQM operations cost controlling matrix that includes costs, inventory tracking levels, and turnover rates of the selected business. Identify potential areas of improvement, especially as they relate to the identified weakness(es) and area(s) of opportunities outlined in standard 6.
- 25) Assess the short-term and long-term financial needs of the selected business, attending to details about the current ownership structure. Evaluate advantages and disadvantages of

additional funding through equity capital versus debt capital, noting where potential influx of funding may impact current ownership structure.

- 26) Analyze the importance of international trade as it relates to small businesses and corporations. Research reasons a company might choose to enter a foreign market, examine cross-cultural communication marketing challenges, the laws and import regulations that govern international trade, and prepare a presentation on how the business could succeed in an international environment.

Final Project

- 27) As would a management consultant, compile a set of recommendations for the selected business based on the research completed in standards 7-24 to address one or more of the following: streamlining operations, increasing profitability and competitiveness, meeting long-term funding needs, or addressing employee concerns in order to ultimately attend to the weakness(es) and/or area(s) of opportunity identified in standard 6. Plan, revise, edit, and rewrite recommendations throughout the course to ensure focus on what is most significant for a given audience. Present recommendations through both a formal, written report and an oral presentation, including appropriate financial calculations, charts and graphs, and citations for relevant sources.

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.

Business & Entrepreneurship Practicum

Primary Career Cluster:	Business Management & Administration
Consultant:	Anna Ogburn, (615) 253-7442, Anna.Ogburn@tn.gov
Course Code(s):	6159
Prerequisite(s):	Two credits in a Business 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 Business or Marketing courses.
Programs of Study and Sequence:	This is a capstone course in the <i>Business Management</i> , <i>Health Services Administration</i> , and <i>Entrepreneurship</i> programs of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.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):	030, 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-business-management-administration

Course Description

Business & Entrepreneurship Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Business and Marketing courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum

activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.

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 *Business Management*, *Health Services Administration*, and *Entrepreneurship* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at <https://tn.gov/education/topic/career-clusters>.

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

Launching a Career in Business

- 2) Research a small business or business venture in an industry/market/location of choice, including but not limited to the local region. Produce an in-depth profile, case study, or similar analysis of the chosen company. Companies could range from local businesses to web startups to expansions of existing businesses into new products or markets. Cite specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following:
 - a. The mission and history of the organization
 - b. Headquarters and organizational structure
 - c. Products or services provided
 - d. Marketing/branding strategy
 - e. Profit model
 - f. Website and contact information
- 3) Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- 4) Investigate the current climate for entrepreneurship and business acquisition in the U.S. and abroad. Synthesizing the most recent information on interest rates, consumer spending, market competition, regulation, investment activity, and other economic data, identify the potential constraints and opportunities for starting a business in a selected market of interest. Draw conclusions based on the research and compile into a memo, executive summary, or mock proposal highlighting where to compete, how much to invest, and which consumers to target.

Market Research

- 5) Independently or in teams, conduct a market research project to determine the viability of an original business idea or the recommendations to improve the marketing activities of an existing business. Demonstrate the ability to design simple surveys, retrieve secondary data from print and online sources, tabulate results, write analyses, and make decisions based on evidence. If possible, consult or collaborate with local area professionals to determine the viability of original business ideas. Compile findings and future directions in a professional print or online document.

Business Proposal

- 6) Building on standards from *Entrepreneurship* and *Business Management*, individually or in teams, develop a new or modify an existing business plan for the proposed startup/business venture. Include at minimum the following components:
 - a. Executive summary
 - b. Business description

- c. Plan of operations, including human capital considerations
 - d. Industry analysis
 - e. Competitor analysis
 - f. Marketing plan
 - g. Financial plan
 - h. Any relevant appendices, cover sheets, letters of support, or references
- Compile the business plan in a print or online format that could be shared with potential funders, partners, or other stakeholders.

- 7) In preparation for the launch of the new business/venture, identify potential mentors and sources of support in the community (both financial and in-kind services), such as clients, customers, funders, grant-making entities, or community organizations. Practice pitching the business idea to mentors and various audiences. Seek feedback and recommendations on presentation and proposal details. Analyze the feedback and recommendations to justify any changes to the business plan, citing evidence from the initial presentation. Upon revision, revise the business plan, documenting all changes made.
- 8) Based on the research and revisions conducted in the previous standard, develop and deliver a formal presentation as part of a bid for startup capital, investors, or public backing. The presentation could be delivered in a variety of formats depending on capacity and constraints: for example, as an in-person pitch before an audience of potential funders; or as a video recording uploaded to a website such as Kickstarter. Self-reflect on initial success based on feedback from the audience or pledges of support, depending on approach.
- 9) As a supplement to the formal presentation, conduct a preliminary break-even/profit-loss analysis for the first year of the startup's operations or a business acquisition. Determine the long-term financial goals of the company; make projections for 1, 5, and 10 years ahead. Drawing on knowledge and skills learned in previous courses, design metrics for tracking financial goals and develop an internal reporting system for monitoring progress.
- 10) Expanding on the marketing strategy drafted in the revised business plan, conduct the necessary analysis (i.e., produce a target customer profile, release a survey, etc.) and implement the marketing strategy in line with plan goals. Seek avenues for increasing product/service visibility, such as promoting the company on social media, partnering with another business in a promotional tie-in or cross-selling activity, sponsoring a non-profit event or offering incentives such as samples, games prizes, and loyalty programs.
- 11) Critique the business plan of another team or classmate, annotating the plan with recommendations and suggested edits. Cite specific examples in the text to support recommendations.

Professional Ethics and Legal Responsibilities

- 12) Reflect on potential ethical and legal challenges associated with the proposed business idea. For example, for a hypothetical clothing line startup that intends to source materials from overseas, determine how the company will ensure that labor laws are followed at all points along the supply chain. Examine a variety of perspectives surrounding the issue(s) then

develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research. Other potential issues include copyright infringement, customer privacy and data usage concerns, and safety of employees and consumers.

Portfolio

- 13) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:
- a. Career and professional development plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Examples of business plan and supporting materials developed and used during the course
 - e. Sources of support, including mentors, financial, in-kind, and other
 - f. Description of technology used, with examples if appropriate
 - g. Periodic journal entries reflecting on tasks and activities
 - h. Feedback from instructor and/or supervisor based on observations

Communication of Project Results

- 14) Upon completion of the practicum, 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 sample survey results, excerpts from the business plan or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit the business plan and/or presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

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.

Health Services Administration Practicum

Primary Career Cluster:	Business Management & Administration
Consultant:	Anna Ogburn, (615) 253-7442, Anna.Ogburn@tn.gov
Course Code(s):	
Prerequisite(s):	Completion of the first three courses in the <i>Healthcare Services Administration</i> 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 Health Services Administration courses.
Programs of Study and Sequence:	This is a capstone course in the <i>Health Services Administration</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.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):	030, 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-business-management-administration

Course Description

Health Services Administration Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Health Services Administration

courses within a simulated startup environment or authentic business setting. The course is structured to allow students the creativity to develop, launch, and market original business ideas. It is ideal for students who wish to pursue careers as future business owners or entrepreneurs. Practicum activities can take place around student-led startups under the supervision of the instructor, or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to further develop their business ideas into viable ventures, or continue their study at the postsecondary level.

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 *Health Services Administration* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the please visit the Business Management & Administration, Marketing, and Finance career cluster websites available at <https://tn.gov/education/topic/career-clusters>.

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) Identify areas of health services administration (such as medical office, hospital administration, dental office, etc.) and distinguish differences in the professional setting in each environment. Investigate 21st Century/soft skills necessary for employment in any health services administration setting and create a graphic of these skills to include an in depth description of each. Compare and contrast the differences in training and development offered for employees of each health services administration setting identified.
- 3) Reflect on potential ethical and legal challenges associated with different types of health services administration settings. Examine a variety of perspectives surrounding the issue(s) then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research. Potential issues may include security of transferred healthcare records, implementation of advance directives, patient privacy and data usage concerns, and safety of employees and consumers.
- 4) Collect Codes of Ethics from various public health related professional organizations such as: the American Public Health Association, the National Environmental Health Association, and the Society for Public Health Education to examine areas of commonality. Participate in a class discussion on the significance of including specific standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics.

Health Information Policies and Practices

- 5) Access information efficiently, using sources appropriate to task, purpose, and audience. Distinguish between credible and non-credible sources, including the difference between advertising and legitimate research. Evaluate information for usefulness, bias, and accuracy, and question information that may not originate from credible sources. Demonstrate the ability to organize and manage information effectively and efficiently. Demonstrate ethical and legal use of information, including adherence to all rules and regulations related to sharing of protected information.
- 6) Access and manage online communication and information, such as electronic medical records, using multiple digital devices such as laptop computers, tablets, smart phones, etc. Demonstrate adherence to all rules and regulations related to the use of electronic tools and the Internet, including appropriate protection of passcodes and adherence to all security protocols.
- 7) Research and develop skills in the appropriate use of technology in the healthcare administration services setting for information search and retrieval, synchronous and asynchronous communications, multimedia presentations, document production, quantitative and qualitative analysis, and information management. Use social networking and online collaboration tools such as shared documents and web conferencing to create, integrate, and manage information in group projects.

Health Services Policies and Practices

- 8) Accurately read, interpret, and demonstrate adherence to safety guidelines appropriate for the roles and responsibilities of an employee of a healthcare facility. Listen to safety instructions and be able to explain why certain rules apply. Demonstrate safety techniques and follow all applicable facility policies and procedures (such as Standard Precautions) related to the clinical placement. Based on placement, document completion of training topics on the appropriate work-based learning (WBL) and work site forms.
- 9) Observe and analyze organizational culture and practices. For example, analyze how to interact with supervisors, clients, and co-workers, and how to recognize and address health, safety, and sustainability issues. Seek information from supervisors and other employees about appropriate methods of pursuing employment in the industry, and determine what knowledge, skills, and educational credentials are required.
- 10) Demonstrate integrity and ethical behavior when engaging in all worksite activities, including the use of tools and materials, documentation of hours, handling of money, billing of clients, sharing of information, and completion of all personnel-related forms. Identify an actual or potential work site ethical issue and construct an argumentative essay outlining how the issue should be resolved, including claims and counterclaims with relevant data to support conclusions.
- 11) Articulate ideas effectively in written personal communications with supervisors, coworkers, and customers using appropriate medical terminology and revising as necessary. Verbally articulate ideas effectively in interpersonal communications with supervisors, coworkers, and customers. Develop and deliver messages effectively in oral presentations. Demonstrate effective listening skills, attending to the meaning and intention of communication, and accurately paraphrasing what has been heard. Communicate effectively with individuals of diverse backgrounds who may also speak languages other than English, using foreign language skills and facility resources as appropriate.
- 12) Complete tasks as directed with supervision, knowing when to ask questions or request guidance, and work effectively as a team member. Exhibit resourcefulness and initiative in taking on new tasks and solving problems independently as appropriate to the workplace setting. Demonstrate understanding of one's own impact and build on different perspectives to strengthen joint efforts. Demonstrate self-efficacy and confidence in one's ability to succeed in specific situations. Demonstrate leadership where appropriate to collaborate on workplace tasks.

Transferring Course Concepts to Practicum

- 13) Research and select an organization for a work-based learning project in a public health area of choice. 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. Products or services provided
 - d. Credentials required for employment and how they are obtained and maintained
 - e. Policies and procedures

- f. Reports, newsletters, and other documents published by the organization
 - g. Website and contact information
- 14) Manage time and projects effectively by (a) setting goals; (b) developing and using a system for prioritizing, planning and managing daily work; (c) persisting in the face of challenges; and (d) seeking assistance and adjusting plans to adapt to changing circumstances. Demonstrate attention to detail and accuracy appropriate to the task. Demonstrate accountability to supervisors, coworkers, and customers by delivering work to agreed-upon standards; accepting constructive criticism; completing designated projects on time; and exhibiting pride in workmanship.

Portfolio

- 15) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:
- a. Career and professional development plan
 - b. Resume
 - c. List of responsibilities undertaken through the course
 - d. Examples of health services administration experience and supporting materials developed and used during the course
 - e. Sources of support, including mentors, financial, in-kind, and other
 - f. Description of technology used, with examples if appropriate
 - g. Periodic journal entries reflecting on tasks and activities
 - h. Feedback from instructor and/or supervisor based on observations

Communication of Project Results

- 16) Upon completion of the practicum, 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 sample survey results, excerpts from the business plan or market data on the target users. Prepare the presentation in a format that could be presented to both a business and a lay audience. Seek opportunities to submit presentation to local or national contests, career and technical student organization (CTSO) competitive events, or other opportunities to increase the potential for success of the business idea.

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.