# Scope & Sequence

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| Course Name: Practicum in Business Management **TSDS PEIMS Code:** 13012200 (First Time Taken)  13012210 (Second Time Taken) | | **Course Credit:** 2.0  **Course Requirements:** Grade Placement 11-12.  **Prerequisites:** None.  **Recommended Prerequisites:** Touch System Data Entry and Business Management or Business Information Management II. |
| **Course Description:** Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. | | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | | |
| **Practicum Plan** | **TEKS Covered**  **130.143. (c) Knowledge and Skills** | |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety, risk-management policies and procedures for technology, effective problem solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and the importance of demonstrating sensitivity and respect for different workplace cultures and individuals from different cultures, genders, and backgrounds. Students will review and understand their rights and responsibilities concerning sexual harassment in the workplace, and identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers. Students will also discuss the technical skills required for the practicum, and put into place strategies for mastering any/all information technology tools necessary to manage and perform work/practicum responsibilities.  Also prior to beginning their practicum experiences, students will agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and to model professional appearance, appropriate dress, hygiene, and demeanor for the work assignment.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parent/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (3) The student demonstrates professional standards as required by business and industry. The student is expected to:  (A) adhere to policies and procedures;  (B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation;  (C) apply ethical reasoning to a variety of situations in order to make ethical decisions; and  (D) complete tasks with the highest standards to ensure quality products and services.  (4) The student develops and demonstrates skills for success in the workplace. The student is expected to:  (A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment;  (B) exhibit productive work habits and attitudes, including accepting constructive criticism; and  (C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services.  (5) The student applies principles of effective interpersonal skills. The student is expected to:  (A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy;  (B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers;  (C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds;  (D) understand rights and responsibilities concerning sexual harassment in the workplace;  (E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants;  (F) explain the concepts of integrity and confidentiality as related to the office environment.  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (B) demonstrate teamwork skills through working cooperatively with others to achieve goals;  (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;  (E) establish and maintain effective working relationships by:  (i) demonstrating interpersonal skills;  (ii) using positive interpersonal skills to work cooperatively with others;  (iv) demonstrating sensitivity to and value for diversity.  (8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:  (A) adhere to technology safety and security policies such as acceptable use policy and web page policies;  (B) apply ergonomic techniques to technology tasks;  (C) adhere to laws pertaining to computer crime, fraud, and abuse;  (D) follow procedures used to restart and recover from situations such as system failure and virus infection;  (E) follow policies to prevent loss of data integrity; and  (F) adhere to the organization's policies for technology use.  (9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:  (A) demonstrate advanced web search skills;  (B) demonstrate advanced word-processing skills by:  (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports;  (ii) inputting data using the touch system;  (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout;  (iv) applying correct grammar, spelling, punctuation, and other English mechanics; and  (v) using references and preparing notations;  (C) apply advanced presentation applications;  (D) demonstrate advanced spreadsheet applications by:  (i) entering labels and values into spreadsheet cells;  (ii) formatting labels and values;  (iii) preparing tables, graphs, infographics and graphics;  (iv) developing formulas and entering appropriate functions; and  (v) verifying formulas and functions with sample values;  (E) construct advanced database applications;  (F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by:  (i) creating a calendar or schedule;  (ii) maintaining an appointment calendar;  (iii) verifying appointments;  (iv) coordinating travel arrangements;  (v) setting up meeting arrangements; and  (vi) disseminating meeting information to appropriate persons; and  (G) enter data without error. | |
| **Section 2: TEKS Checklist Components for Practicum in Business Management**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS Checklist Components must be addressed. | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (3) The student demonstrates professional standards as required by business and industry. The student is expected to:  (A) adhere to policies and procedures;  (B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation;  (C) apply ethical reasoning to a variety of situations in order to make ethical decisions; and  (D) complete tasks with the highest standards to ensure quality products and services.  (4) The student develops and demonstrates skills for success in the workplace. The student is expected to:  (A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment;  (B) exhibit productive work habits and attitudes, including accepting constructive criticism; and  (C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services.  (5) The student applies principles of effective interpersonal skills. The student is expected to:  (A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy;  (B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers;  (C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds;  (D) understand rights and responsibilities concerning sexual harassment in the workplace;  (E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants;  (F) explain the concepts of integrity and confidentiality as related to the office environment; and  (G) demonstrate methods for implementing and improving customer satisfaction.  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (B) demonstrate teamwork skills through working cooperatively with others to achieve goals;  (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;  (D) demonstrate responsibility for shared group and individual work tasks; and  (E) establish and maintain effective working relationships by:  (i) demonstrating interpersonal skills;  (ii) using positive interpersonal skills to work cooperatively with others;  (iii) negotiating effectively to arrive at decisions; and  (iv) demonstrating sensitivity to and value for diversity.  (7) The student facilitates internal and external office communications to support work activities. The student is expected to:  (A) record messages accurately, legibly, and completely;  (B) deliver messages to the appropriate person or department;  (C) coordinate arrangements for participants;  (D) follow calling and login procedures; and  (E) troubleshoot any problems.  (8) The student abides by risk-management policies and procedures for technology to minimize loss. The student is expected to:  (A) adhere to technology safety and security policies such as acceptable use policy and web page policies;  (B) apply ergonomic techniques to technology tasks;  (C) adhere to laws pertaining to computer crime, fraud, and abuse;  (D) follow procedures used to restart and recover from situations such as system failure and virus infection;  (E) follow policies to prevent loss of data integrity; and  (F) adhere to the organization's policies for technology use.  (9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:  (A) demonstrate advanced web search skills;  (B) demonstrate advanced word-processing skills by:  (i) identifying customary styles of business documents such as memoranda, letters, emails, and reports;  (ii) inputting data using the touch system;  (iii) demonstrating basic writing techniques such as correct memorandum format, informal or formal style, and direct or indirect layout;  (iv) applying correct grammar, spelling, punctuation, and other English mechanics; and  (v) using references and preparing notations;  (C) apply advanced presentation applications;  (D) demonstrate advanced spreadsheet applications by:  (i) entering labels and values into spreadsheet cells;  (ii) formatting labels and values;  (iii) preparing tables, graphs, infographics and graphics;  (iv) developing formulas and entering appropriate functions; and  (v) verifying formulas and functions with sample values;  (E) construct advanced database applications;  (F) perform scheduling functions electronically to facilitate on-time, prompt completion of work activities by:  (i) creating a calendar or schedule;  (ii) maintaining an appointment calendar;  (iii) verifying appointments;  (iv) coordinating travel arrangements;  (v) setting up meeting arrangements; and  (vi) disseminating meeting information to appropriate persons; and  (G) enter data without error.  (10) The student manages personal finances to achieve financial goals. The student is expected to:  (A) develop a budget based on personal financial goals;  (B) interpret a pay stub;  (C) read and reconcile bank statements;  (D) maintain financial records;  (E) demonstrate the wise use of credit;  (F) validate a credit history;  (G) protect against identity theft; and  (H) prepare personal income tax forms, including the 1040E.  (11) The student establishes procedures to maintain equipment and supplies. The student is expected to:  (A) determine equipment needed;  (B) determine supplies needed;  (C) establish equipment and supplies maintenance systems;  (D) schedule equipment maintenance; and  (E) use equipment and supplies maintenance procedures.  (12) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine value to the problem-solving task;  (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and  (D) conduct technical research to gather information necessary for decision making. | |
| **Section 3: Critical Thinking and Problem-Solving: Practicum: Check-In 1**  Students will discuss and demonstrate their critical thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical thinking and problem-solving skills, and alternative, creative, and/or innovative solutions to possible problems they have encountered thus far or may still encounter. Students will also be encouraged to conduct technical research independently to gather information necessary for decision making as well as to discuss and predict what other critical thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in a business-related field. | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills.  (12) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine value to the problem-solving task;  (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and  (D) conduct technical research to gather information necessary for decision making. | |
| **Section 4: Check List Progress and CTSO Activities: Practicum: Check-In 2**  During this check-in, students will discuss leadership characteristics related to trusting others, maintaining a positive attitude and integrity, and accepting key responsibilities. Students will also discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied critical thinking and problem solving skills, and alternative, creative, and/or innovative solutions to problems they may have encountered or may still encounter. Students will continue to be encouraged to conduct technical research independently to gather relevant and reliable information necessary for decision making, as well as to discuss and predict what other academic, leadership, communication, and technical skills will be necessary for a successful practicum experience as well as a successful career in a business-related field.  Students will be given appropriate materials to assess personal marketability, practice job-search strategies, and networking techniques used to identify job opportunities. Students will also be required to research leadership opportunities, networking, and other benefits offered by CTSO and/or other extracurricular student activities, and to prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills.  (2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:  (A) assess personal marketability; and  (B) practice job-search strategies, including:  (iii) use networking techniques to identify employment opportunities.  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:  (A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation.  (12) The student applies concepts of critical thinking and problem solving. The student is expected to:  (A) analyze elements of a problem to develop creative and innovative solutions;  (B) critically analyze information to determine value to the problem-solving task;  (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and  (D) conduct technical research to gather information necessary for decision making. | |
| **Section 5: Careers, Competencies, and Credentialing Requirements**  During their practicum experience, students will use appropriate technology and/or assigned materials toresearch, identify, and discuss employment opportunities, and complete job search procedures such as job applications and W-4 forms. Students will evaluate and compare employment options such as salaries, benefits, and prerequisites, identify skills and attributes necessary for professional advancement, identify and rank tangible and intangible rewards of work, and evaluate and compare employment options such as salaries, benefits, and prerequisites. Students will assess personal marketability, write a letter of application, prepare a resume, use networking techniques to identify employment opportunities, and complete a job application. Students will then interview for a job, performing proper interview techniques and modeling professional dress and appearance, and practice appropriate follow-up etiquette procedures. Students will discuss and present evidence of satisfactory task completion to their supervising instructor as a culminating practicum activity. Progress check-ins should begin prior to the end of the course. | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills.  (2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:  (A) assess personal marketability;  (B) practice job-search strategies, including:  (i) write a letter of application;  (ii) prepare a resume;  (iii) use networking techniques to identify employment opportunities; and  (iv) complete a job application;  (C) demonstrate proper interview techniques and professional dress and appearance;  (D) interview for a job, performing proper interview techniques and modeling professional dress and appearance;  (E) practice appropriate follow-up etiquette procedures, including:  (i) write a thank you note; and  (ii) write a follow-up letter after a job interview;  (F) identify skills and attributes necessary for professional advancement;  (G) evaluate and compare employment options such as salaries, benefits, and prerequisites;  (H) identify and rank tangible and intangible rewards of work; and  (I) identify employment opportunities and complete job search procedures such as job applications and W-4. | |