

# Construction Practicum

<b>Primary Career Cluster:</b>	Architecture & Construction
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C17H22
<b>Prerequisite(s):</b>	Minimum of 2 credits in an Architecture & Construction program of study.
<b>Credit:</b>	1
<b>Grade Level:</b>	12
<b>Elective Focus - Graduation Requirement:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the fourth course in the <i>Residential &amp; Commercial Construction, Structural Systems, and Mechanical, Electrical, and Plumbing Systems</i> programs of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	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 <a href="https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html</a> .
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	501, 502, 522, 523, 524, 527, 532, 553, 554, 555, 556, 567, 575, 580, 584, 585, 592, 598, 701, 702, 703, 705, 706, 707
<b>Required Teacher Certifications/Training:</b>	If students are assigned in work-based learning settings, teachers must attend WBL training and earn the WBL Certificate provided by the Tennessee Department of Education.
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html</a> . Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course-At-A-Glance

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

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

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

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

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration. These include Career Pathways Showcase, Job Interview, Carpentry, Electrical Wiring, Plumbing, and Masonry.

### Using a Work-based Learning (WB) in Your Classroom

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

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

- **Standards 2.1-2.4** | Include a safety briefing in a visit to an industry partner/job site.
- **Standards 3.1-3.4** | Visit a local company and discuss career options with employees and managers.
- **Standard 3.5** | Ask an industry rep to participate in the mock interview.
- **Standards 4.1-5.1** | Do a project that is used by a local industry or evaluated by local industry managers.
- **Standards 6.1-6.3** | Ask an industry rep to help evaluate the portfolio and project.

## Course Description

*Construction Practicum* is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Architecture & Construction courses within a professional, working environment. In addition to developing an understanding of the professional and ethical issues encountered by tradesmen and contractors in the workplace, students learn to refine their skills in problem solving, communication, teamwork, and project management in the completion of a course-long project. Due to the importance of on-the-job training in the construction industry, a principle aim of the practicum is to assist students with placements where on-the-job training occurs, if available, so they can begin to log hours on a worksite and gain experience prior to entering the job market, such as in pre-apprenticeships. Additionally, students are exposed to the great range of postsecondary opportunities in today's construction fields as well, in order to prepare them to make an informed decision regarding their post-high school plans.

The course is highly customizable to meet local system needs. Instruction may be delivered through work-based learning arrangements such as internships, cooperative education, service learning, mentoring, and job shadowing or through school laboratory training with industry-driven project-based learning. For all projects undertaken in this course, students are expected to continue building skills related to their chosen program of study (*Residential & Commercial Construction, Structural Systems, or Mechanical, Electrical, & Plumbing Systems*), while also refining skills previously acquired to achieve deeper levels of mastery. In the course, students may pursue additional training and certification in a specialized area such as masonry, concrete, electricity, plumbing, HVAC, or carpentry. Upon completion of the practicum, proficient students will be prepared to pursue further study in architecture or construction, or seek additional training and employment with the aid of a portfolio documenting student work completed throughout high school.

## 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. Personalized Learning Plan

- 1.1. Personalized Learning Plan: A student will complete 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

## 2. Safety

- 2.1. Safety Hazards: Identify safety hazards on a jobsite and demonstrate **practices for safe working**. Accurately read, interpret, and demonstrate **adherence to safety rules**, including but not limited to rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to distinguish between the rules and explain why certain rules apply. Recognize and employ **universal construction signs and symbols** such as colors, flags, stakes, and hand signals that apply to construction workplace situations.
- 2.2. Safety Records: Maintain safety records and demonstrate adherence to **industry-standard practices** regarding general machine safety, tool safety, equipment safety, electrical safety, and fire safety to protect all personnel and equipment. For example, when operating tools and equipment, regularly inspect and carefully employ the appropriate personal protective equipment (PPE), as recommended by Occupational, Safety & Health Administration (OSHA) regulations. Incorporate **safety procedures** when operating tools and equipment, such as hand and power tools, ladders, scaffolding, and lifting equipment. Complete safety test with 100 percent accuracy.
- 2.3. Safety Procedures with Materials: Follow procedures to work safely around materials. Adhere to responsibilities for employees in **material safety** as outlined by the Hazard Communication Standard (HazCom), such as locating and interpreting material safety data sheets (MSDS). Demonstrate safe procedures to **move materials** by planning the movement, properly lifting, stacking, and storing materials, and selecting proper materials-handling equipment.
- 2.4. Procedures for Accidents and Injuries: Research state and national laws governing **workplace injuries**, particularly those common to the construction industry. Outline the necessary procedures to follow if an **injury is sustained on the job**; in particular, explain the responsibilities of managers, supervisors, and the injured parties in the event of an emergency, including incident reporting after the event. Practice explaining the process of **securing workers compensation benefits** as if assisting a co-worker or subordinate.

## 3. Postsecondary and Career Preparation

- 3.1. Postsecondary Options: Research the **range of credentials** one can earn with advanced study of construction at the postsecondary level (i.e., apprenticeship, technical certification, BA, BS, MBA, etc.). Investigate both **in-state and out-of-state postsecondary programs** in a variety of construction fields, including but not limited to construction management, construction science, architecture, landscape design, civil engineering, and more.
- 3.2. Construction Companies: Research and select a **company or organization** for a **project in a construction field**. 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

3.3. Resume: Search for the **resumes of construction professionals** retrieved from the websites of companies, organizations, or professional networks. Discuss **what is typically included in the resumes** of these professionals, compare and contrast several examples, and **create a personal resume** modeled after elements identified in the search.

3.4. Job Search: Simulate the experience of conducting a **job search** by researching local employment options. In preparation for a future career in construction, complete an **authentic job application form** and compose a **cover letter** following **guidelines specified in the vacancy announcement**.

3.5. Interview: Participate in a **mock interview**. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight **sample work** compiled in the portfolio that illustrates **mastery of specific skills** attained in the program of study. Upon completion of the interview, write a **thank you letter** to the interviewer in a written or email format.

#### 4. Transferring Course Concepts to Practicum

4.1. Work-based Learning: Apply skills and knowledge from previous courses and participate in an **authentic work-based learning internship, job shadow, or classroom-based project**. Where appropriate, **develop, practice, and demonstrate skills** outlined in previous courses.

4.2. Project Plan: As part of a course project, **develop a comprehensive project plan**, appropriate to the project type, to guide all work. The plan should include at minimum the following:

- a. Material list
- b. Cost estimation/Mock bid package
- c. Criteria and constraints
- d. Project schedule
- e. Inspection checklist
- f. Applicable contracts
- g. Minutes from project meetings and other documentation
- h. Contingency plan in case of delay or emergency
- i. Justification for major design and budgeting decisions made

Collaboratively update the plan to reflect unexpected changes in conditions or capacity. For example, demonstrate the ability to **reschedule an activity** if there is a delay in the arrival of materials.

- 4.3. Personal Journal: 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:
- Tasks accomplished and activities implemented
  - Positive and negative aspects of the experience
  - How challenges were addressed
  - Team participation in a learning environment
  - Comparisons and contrasts between classroom and work environments
  - Interactions with colleagues and supervisors
  - Personal career development
  - Personal satisfaction

## 5. Business Skills and Project Management

- 5.1. Use Project Management Tools: Develop and successfully implement a **suite of project management tools and processes to aid in the completion of the course project**. (If participating in a work-based learning experience, apply tools and processes to satisfy placement requirements.) Demonstrate the ability to **divide roles and responsibilities** among team members, **track progress** toward goals, and **satisfy client specifications** as would a construction manager or contractor. For example, assign tasks and monitor deliverables using a Gantt chart or other tracker.

## 6. Portfolio

- 6.1. Portfolio: Update **materials from coursework to add to the portfolio** started in *Fundamentals of Construction* to illustrate 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 project management skills specific to the construction industry**. The following documents will reside in the career portfolio:
- The career plan developed and revised in prior courses
  - Resume
  - List of responsibilities undertaken through the course
  - Examples of visual materials used during the course (such as diagrams, schematics, and site plans) and artifacts of project outcomes (such as photographs of various stages of a construction project)
  - Periodic journal entries reflecting on tasks and activities
  - Feedback from instructor and/or supervisor based on observations
  - Transcripts or other evidence of certifications obtained throughout the program of study
  - Communication of Project Results

6.2. Technical Report: Apply all steps of the **construction process** to successfully build a structure and/or install a system(s) as outlined in the course project plan. Demonstrate the **ability to communicate results** over the course of the project's duration. Produce a **technical report** documenting the progress of the project and evaluating the final product.

6.3. Presentation: Upon completion of the practicum, **analyze highlights, challenges, and lessons learned** from the experience. The presentation should be delivered orally with supporting diagrams, drawings, videos, photographs, and/or finished structures or products. Justify construction decisions and assess the quality of the work.

## Standards Alignment Notes

\*References to other standards include:

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