

# Business & Entrepreneurship Practicum

<b>Primary Career Cluster:</b>	Business Management & Administration
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C12H35
<b>Prerequisite(s):</b>	Two credits in a <i>Business</i> or <i>Marketing</i> program of study.
<b>Credit:</b>	1
<b>Grade Level:</b>	11-12
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Business</i> or <i>Marketing</i> courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
<b>Programs of Study and Sequence:</b>	This is a capstone course in the <i>Business Management</i> , <i>Health Services Administration</i> , and <i>Entrepreneurship</i> programs of study.
<b>Aligned Student Organization(s):</b>	DECA: <a href="http://www.decatn.org">http://www.decatn.org</a> FBLA: <a href="http://www.fblatn.org">http://www.fblatn.org</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/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html</a> .
<b>Teacher Endorsement(s):</b>	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, and 958
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-business-management-administration.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 and 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, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit, to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences.
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, and career exploration.
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, Entrepreneurship Promotion Project, Franchise Business Plan, Innovation Plan, and Principles of Business Management and Administration.
- Participate in FBLA competitive events such as Business Etiquette, Business Ethics, Business Law, Business Math and Financial Literacy, Business Plan, Client Service, E-business, Future Business Leader, International Business, Spreadsheet Applications, and Word Processing.

For more ideas and information, visit Tennessee DECA at <http://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

### Using Work-Based Learning (WBL) in Your Classroom

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.

- **Standard 1.1** | Integrated project with multiple interactions with a business of the student's choice in which the student develops a series of artifacts about the business, including, for example, information on its mission, profit model, and marketing/branding strategy.
- **Standard 2.1-2.3** | On-the-job training for students to develop mastery of course standards, including interview preparation, practice, and feedback.
- **Standard 3.1** | Integrated project with multiple interactions with business and industries professionals to develop a marketing research project that focuses on evaluating original business ideas.
- **Standard 4.1** | Technical mentoring through online interactions with business and industry professionals to assist students in developing and launching their new business venture.
- **Standards 6.1-7.1** | On-the-job training for students to develop mastery of course standards by putting together a portfolio and presentation that reflects the culmination of skills and knowledge attained throughout the course.

## 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 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 or virtual 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 (e.g., 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/content/dam/tn/education/ccte/wbl/wbl\\_policy\\_guide.pdf](https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_policy_guide.pdf). 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.

## Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in the 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. Personal Learning Plan

- 1.1 Personal Plan: Develop 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, and
  - d. personal and social skills.

## 2. Launching a Career in Business

- 2.1 Business Research: 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:
- the mission and history of the organization,
  - headquarters and organizational structure,
  - products or services provided,
  - marketing/branding strategy,
  - human resource development,
  - profit model, and
  - website and contact information.
- 2.2 Application and Interview: 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 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.
- 2.3 Current Business Climate: 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.

## 3. Market Research

- 3.1 Market Research: 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.

## 4. Business Proposal

- 4.1 Business Plan: 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:
- executive summary;
  - business description;
  - plan of operations, including human capital considerations;
  - industry analysis;
  - competitor analysis;
  - marketing plan;
  - financial plan; and
  - any relevant appendices, cover sheets, letters of support, or references.
- 4.2 Mentors: 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.
- 4.3 Presenting Research: 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 the approach. Include 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; and 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.

## 5. Professional Ethics and Legal Responsibilities

- 5.1 Ethical and Legal Issues: Reflect on **potential ethical and legal challenges** associated with the proposed business idea. 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.

## 6. Portfolio

6.1 Portfolio: 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; and
- h. feedback from instructor and/or supervisor based on observations.

## 7. Communication of Project Results

7.1 Communication of Results: 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.