

Business Administration and Management

Course Description

This is a five credit course that will introduce students to the background for a business administration and career opportunities. To meet the challenges of a global business environment, the student requires a high degree of professional competence in the technical aspects of management. This course will focus on providing students with an understanding of what is a business, how it operates as well as managing it in a global economy. It provides students with an understanding of business management functions, various management theories and the basic organization of a business. Importance is placed on learning about the areas of ownership, business organization, marketing, human resources, credit, finance and accounting and the impact of technology on all these areas. Students build a strong knowledge base and develop effective management skills and learn that successful managers are individuals who understand the benefits of teamwork and consensus building and are able to maximize the utilization of human resources. As leaders, they recognize the importance of technology and information management in the decision-making process and the value of ethics and social responsibility in building and maintaining business relationships. In addition, managers realize that the ability to recognize and respond to new business opportunities and changing economic conditions is critical to the overall success of a business both locally as well as in the global marketplace.

Pacing Guide

| Unit | Topic | Suggested Timing |
|--------|-------------------------------------------|------------------|
| Unit 1 | Owning a Business (Entrepreneurship) | approx. 6 weeks |
| Unit 2 | Organization and Management of a Business | approx. 10 weeks |
| Unit 3 | Opportunities and Growth | approx. 10 weeks |
| Unit 4 | Management of People | approx. 9 weeks |

Educational Technology Standards

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

| <u>Time/General</u> | <u>Processing</u> | <u>Comprehension</u> | <u>Recall</u> |
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| <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline | <ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners | <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning | <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers |
| <u>Assistive Technology</u> | <u>Tests/Quizzes/Grading</u> | <u>Behavior/Attention</u> | <u>Organization</u> |
| <ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books | <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud | <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback | <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials |

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

[New Jersey Student Learning Standards Standards](#)

9.3– Career and Technical Education

Human Resources Management (BM-HR)

- 9.3.12.BM-HR.2 – Access, evaluate and disseminate information for human resources management decision making.
- 9.3.12.BM-HR.3 – Motivate and supervise personnel to achieve completion of project and business goals.
- 9.3.12.BM-HR.5 – Plan, staff, lead and organize human resources to enhance employee productive and satisfaction

[Common Career Technical Core Standards](#)

Business Management and Administration Career Cluster

- BM-HR 2 - Access, evaluate and disseminate information for human resources management decision making.
- BM-HR 3 - Motivate and supervise personnel to achieve completion of projects and business goals.
- BM-HR 5 - Plan, staff, lead and organize human resources to enhance productivity and satisfaction.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

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| <p>Course: Business Administration and Management Unit: 4 Management of People Grade Level: 9-12</p> | <p>Unit Overview:</p> <p>Career readiness and employability skills are important for our students. Industries are looking for people with critical thinking and who can work both independently and well with others. It is important that our students learn leadership skills so that they know how to manage and lead people. When employees have a great leader, it assists with retention of employees as well as increased productivity. A good leader will take care of his people and thus his people will take care of him.</p> |
| <p>New Jersey Student Learning Standards (NJSLS): 9.3.12.BM-HR.2, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> | |
| <p>Common Career Technical Core (CCTC): BM-HR.2, BM-HR.3, BM-HR.5</p> | |
| <p>Common Core State Standards (CCSS): W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4, HSS.IC.B.6</p> | |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
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| <p>Learning leadership skills will prepare our students for their future. Students need to have career readiness and employability skills.</p> <p>NJSLS: 9.3.12.BM-HR.5</p> <p>CCTC: BM-HR.5</p> <p>CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> | <ul style="list-style-type: none"> • What is leadership? • Are leaders born or developed? • What attributes does a leader have? • Which attributes do you have? | <ul style="list-style-type: none"> • Identify and explore characteristics of effective leaders. • Examine the Five Practices of Exemplary Leadership. • Apply the Five Practices to personal experiences and real life situations. | <p>Journal</p> <p>Ask students to think about someone in your life that you consider to be a leader. What makes this person a leader? How does this person make you feel when you are involved with this person? What leadership attributes does this person exhibit? Be as detailed</p> | <p>Leadership Challenge http://www.studentleadershipchallenge.com/UserFiles/1-IntroToSLC_Lesson.pdf</p> <p>CTE (lesson plans) https://www.cteonline.org/</p> <p>Career Readiness http://www.aeseducation.com/careercenter21/employability-skills-lesson-</p> |

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| | | | <p>and specific as possible.</p> <p>Post It Notes: Once the student have journal break into groups. Pass out post it notes. Have them share their journals. When a student hears a leadership trait, they need to write it on the post it notes. Locate the post it notes to central area and open class for discussion.</p> <p>Sharing Now students will relate to a time when they took a leadership role or displayed one of the leadership traits. Teacher should model this as well.</p> | <p>plans/</p> |
| <p>In order for students to be role models and effective leaders, it is</p> | <ul style="list-style-type: none"> • What are your values and how will they affect your leadership style? | <ul style="list-style-type: none"> • Examine the role of values in leadership. • Identify personal | <p>List of Values Have student review or create a list of values the</p> | <p>Values http://www.goodcharacte</p> |

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| <p>important for them to define what is important to them as individuals and to their organization.</p> <p>NJSLS: 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> <p>CCTC: BM-HR3, BM-HR5</p> <p>CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> | <ul style="list-style-type: none"> • What do you feel are the most important value for a leader? • What shapes or determines our values? • How might values change over times? | <p>values and rank in order of importance.</p> <ul style="list-style-type: none"> • Understand the meaning of a mission statement. | <p>feel are important for leadership.</p> <p>School Mission Statement Students will review mission statement and with post it notes write 3-5 values from their list that are represented by the school.</p> <p>Poster Students will create poster of themselves that will include values and journal about leadership.</p> | <p>r.com/BCBC/Values.html</p> <p>Leadership Challenge http://www.studentleadershipchallenge.com/UserFiles/3-ModeltheWay.pdf</p> <p>Values/Leadership http://www.taiinc.com/what-we-believe/values-based-leadership/</p> |
| <p>Mapping a Path to Leadership</p> <p>NJSLS: 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> <p>CCTC: BM-HR3, BM-HR5</p> <p>CCSS: W.11-12.7,</p> | <ul style="list-style-type: none"> • What is meant by a “shared vision”? • What leaders inspire action? • How are those leaders able to motivate others? | <ul style="list-style-type: none"> • Clarify the meaning of “inspire a shared vision.” • Identify characteristics of leaders who inspire action. • Create a visual representation of the process for achieving a project goal. | <p>Compare Create a list of popular leaders. Now compare this to a list of “everyday people”. Discuss qualities and traits that these charismatic leaders had/have in common.</p> | <p>Leadership Challenge http://www.studentleadershipchallenge.com/UserFiles/4-InspireASharedVision.pdf</p> <p>Smart Goals http://www.yourcoach.be</p> |

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| <p>RL.11-12.1, W.11-12.10, W.11-12.4</p> | | | <p>Writing Students will need to vision a goal they would like to accomplish. Write about how they will complete that goal.</p> <p>Smart Goals Choosing one goal make sure it meets the criteria for a smart goal.</p> <p>Collage Students can create a vision board with their goals.</p> | <p>/en/coaching-tools/smart-goal-setting.php</p> <p>Vision Board http://jackcanfield.com/how-to-create-an-empowering-vision-book/</p> |
| <p>Students need to recognize how to be proactive in a healthy, positive way in order to promote leadership growth and organizational development.</p> <p>NJSLS: 9.3.12.BM-HR.2, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> | <ul style="list-style-type: none"> • What strategies can be developed for problem solving? • How can I remain positive in troubling times? • How can I motivate others? | <ul style="list-style-type: none"> • Create meaningful strategies for effectively solving problems. • Examine the role of consequences in problem-solving and decision-making. • Differentiate between healthy and unhealthy risks. | <p>Journal Students will write about a time they have been challenged or have made mistake. Have them write about how what they learned from the experience.</p> <p>Team Building Conduct a problem solving activity in class</p> | <p>Team Building Activities https://www.mindtools.com/pages/article/team-building-problem-solving.htm</p> <p>Leadership Challenge http://www.studentleadershipchallenge.com/Resource/resource-lesson-</p> |

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| <p>CCTC: BM-HR2, BM-HR3, BM-HR5</p> <p>CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> | | | <p>where students need to work together.</p> <p>Compare Have student analyze newspaper articles. How did these people face their challenges? What could have changed?</p> <p>Think Pair and Share Create a worksheet with different scenarios and questions. Have students work on question case studies and then have them compare and share in groups.</p> | <p>plan-1.aspx</p> <p>Case Studies http://www.studentleadershipchallenge.com/UserFiles/5-Handout-Case-Scenarios.pdf</p> |
| <p>In order to enable others to act, it is important to understand what it takes to get there.</p> | <ul style="list-style-type: none"> • How can I motivate others to do what I want? • Will team building | <ul style="list-style-type: none"> • Define what it means to enable others and identify strategies to enable action. | <p>Quotes Post quotes around the room. Have students read each of the quotes</p> | <p>Quotes for teaching Leadership http://www.studentleadershipchallenge.com/User</p> |

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| <p>Seeing what motivates others can also give us insight to the leadership potential of our peers.</p> <p>NJSLS: 9.3.12.BM-HR.2, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> <p>CCTC: BM-HR2, BM-HR3, BM-HR5</p> <p>CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4</p> | <p>activities work in my group?</p> <ul style="list-style-type: none"> • What is the correlation between motivation and leadership? | <ul style="list-style-type: none"> • Engage in team-building exercises and examine the roles involved. • Examine the relationship between motivation and leadership. | <p>and choose one that they are connected with. Have students meet in groups and share. Ask students:</p> <ul style="list-style-type: none"> • What does this quote mean in terms of leadership, specifically the fourth practice of enabling others to act? • Give an example of what this might look like in our everyday lives. <p>Interview</p> <p>Interview a leader. Pair up students to interview a coach or someone in a leadership position. Create questions that the student can ask. After completing the interview have students share who they interviewed and what</p> | <p>Files/6-Handout-EnableOthersQuotes.pdf</p> <p>Interview Question for Leaders http://michaelhyatt.com/20-questions-to-ask-other-leaders.html</p> <p>Story of Rick and Dick Hoyt https://www.youtube.com/watch?v=64A_AJj8M4</p> |

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| | | | <p>they learned from the interview. How can they apply what they learned to what they do as school leaders?</p> <p><u>Rick and Dick Hoyt</u></p> <p>Watch the Youtube video. Have students write a reaction paper to the video. What have students learned from this.</p> | |
| <p>Everyday people do little things that contribute to Leadership.</p> <p>NJSLS: 9.3.12.BM-HR.2, 9.3.12.BM-HR.3, 9.3.12.BM-HR.5,</p> <p>CCTC: BM-HR2, BM-HR3, BM-HR5</p> <p>CCSS: W.11-12.7,</p> | <ul style="list-style-type: none"> • What ways can I find to encourage others? • How does recognition impact on self-esteem? • How should you reward employees for their contributions to the organization? | <ul style="list-style-type: none"> • Identify strategies to encourage and support others. • Create unique ways to encourage and support individual differences, abilities, and strengths • Examine the impact of recognition on others' esteem and performance. | <p>Writing</p> <p>Ask students if they have ever worked hard at something and been recognized for it. How did it make them feel? Have they ever worked hard or accomplished something they were proud but no one else noticed? How did that make them feel?</p> | <p><u>Charles Schultz Philosophy</u> http://binscorner.com/pages/fw-the-charles-schultz-philosophy.html</p> <p><u>5 Steps to Leadership</u> http://www.studentleadershipchallenge.com/UserFiles/Handout-SugestionsForMeetingSLC.pdf</p> |

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| RL.11-12.1, W.11-12.10, W.11-12.4 | | | <p>Observation Students will exchange names and they observe the assigned student over the next week. Observe their strengths, abilities and interest</p> <p>Charles Schultz Have students go to the link and read through the email. Then answer the questions.</p> | <p>Scorecard for Observations http://www.studentleadershipchallenge.com/UserFiles/7-Handout-RecognizingWhatCountsScoreSheet.pdf</p> |

Unit 4 Vocabulary

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| Exemplary Leadership Leadership Attributes Character Team Player Role Model | Professional Development Recognition Motivation |
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Suggested Unit Projects

Choose At Least One

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| <p>Have students create a PSA about helping others and call all students to get involved. The importance of participating in clubs, focusing on education and community service will prepare them for their future.</p> | <p>Have an “awards ceremony” and have students present their awards to each other. Debrief and reflect on the process. Questions:</p> <ul style="list-style-type: none"> • How difficult/easy was it to create the award? • What did you learn about yourself/your peers in this process? • How did you feel about what your partner recognized you for? • How can you apply this to your work/role in school or organization? |
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Suggested Structured Learning Experiences

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| <p>Corporate office for UPS in Mahwah, NJ. Students should spend the day with Management team of various departments to learn about their jobs and infrastructure of UPS</p> | <p>Have student perform a community service event such as Eva’s Kitchen or Cumac.</p> |
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