

10-102-213 Requirements Documentation

# Course Design

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | Students will consolidate and document the requirements they have gathered; with the inclusion of process modeling and defined assumptions, dependencies and constraints. In addition, defined requirements will be compared to project scope to identify any discrepancies. |
|  | Career Cluster | Business Management and Administration |
|  | Instructional Level | Associate Degree Courses |
|  | Total Credits | 2.00 |
|  | Total Hours | 36.00 |

Types of Instruction

|  |  |
| --- | --- |
| Instruction Type | Credits/Hours |
| Lecture | 2 CR / 36 HR |

Pre/Corequisites

|  |  |
| --- | --- |
| Pre/Corequisite | 10102212 Discovery and Needs Analysis |

Textbook

|  |  |
| --- | --- |
| None |  |

### Core Abilities

|  |  |
| --- | --- |
| 1. | Demonstrate ability to think critically. |
| 2. | Make decisions that incorporate the importance of sustainability. |
| 3. | Use effective communication skills. |
| 4. | Use technology effectively. |

### Program Outcomes

|  |  |
| --- | --- |
| 1. | Demonstrate professional communication in a business environment. |
| 2. | Incorporate business requirements into the project planning process. |

### Course Competencies

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Explore fundamentals of requirements documentation. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Use effective communication skills. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 1.1. | Written Product | |
|  | 1.2. | Reflection | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 1.1. | You include the project overview. | |
|  | 1.2. | Your project overview is clear and concise. | |
|  | 1.3. | Your project overview aligns with the goals and objectives. | |
|  | 1.4. | You include the scope. | |
|  | 1.5. | Your scope aligns with the goals and objectives. | |
|  | 1.6. | You scope encompasses a time frame and resources required. | |
|  | 1.7. | You reflect on adherence to scope. | |
|  | Learning Objectives | | |
|  | 1.a. | Determine the purpose of defining business requirements. | |
|  | 1.b. | Express the importance of well-defined requirements on project outcomes. | |
|  | 1.c. | Relate the importance of clear, concise documentation. | |
|  | 1.d. | Explore the components of business requirements documentation. | |
| 2. | Examine information management. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 2.1. | Written Product | |
|  | 2.2. | Reflection | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 2.1. | You include approvals. | |
|  | 2.2. | You include version control. | |
|  | 2.3. | You reflect on ideas for managing changes to requirements. | |
|  | Learning Objectives | | |
|  | 2.a. | Explore methods for organizing business analyst information. | |
|  | 2.b. | Determine how change will be managed. | |
|  | 2.c. | Investigate legal and/or regulatory issues relative to information usage and storage. | |
| 3. | Explore process analysis. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Make decisions that incorporate the importance of sustainability.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 3.1. | Written Product | |
|  | 3.2. | Reflection | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 3.1. | You use a process analysis tool to model the process of the current state. | |
|  | 3.2. | You use a method to describe the process of the current state in a clear and concise manner. | |
|  | 3.3. | You use a process analysis tool to model the process of the future state requirements. | |
|  | 3.4. | You use a method to document the requirements in a clear and concise manner. | |
|  | 3.5. | You reflect on gaps between current state and future state requirements. | |
|  | Learning Objectives | | |
|  | 3.a. | Examine the objectives of process analysis. | |
|  | 3.b. | Explore process improvement methodologies. | |
|  | 3.c. | Explore tools utilized to improve processes. | |
| 4. | Examine current state. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 4.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 4.1. | You include the current state. | |
|  | 4.2. | Your current state addresses organizational structure and culture. | |
|  | 4.3. | Your current state addresses existing capabilities and processes. | |
|  | 4.4. | Your current state addresses technology and infrastructure. | |
|  | 4.5. | Your current state addresses policies. | |
|  | 4.6. | Your current state addresses existing architecture. | |
|  | 4.7. | Your current state addresses internal assets. | |
|  | 4.8. | Your current state addresses external influences. | |
|  | Learning Objectives | | |
|  | 4.a. | Explore current state factors. | |
|  | 4.b. | Discuss opportunities for evaluating current state. | |
|  | 4.c. | Practice methods for defining current state. | |
| 5. | Determine future state requirements. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Make decisions that incorporate the importance of sustainability.  Use effective communication skills.  Use technology effectively. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 5.1. | Written Product | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 5.1. | You include future state requirements. | |
|  | 5.2. | Your future state requirements address organizational structure and culture. | |
|  | 5.3. | Your future state requirements address existing capabilities and processes. | |
|  | 5.4. | Your future state requirements address technology and infrastructure. | |
|  | 5.5. | Your future state requirements address policies. | |
|  | 5.6. | Your future state requirements address existing architecture. | |
|  | 5.7. | Your future state requirements address internal assets. | |
|  | 5.8. | Your future state requirements address external influences. | |
|  | Learning Objectives | | |
|  | 5.a. | Examine areas of the organization where change may be required. | |
|  | 5.b. | Identify components to consider in defining future state. | |
|  | 5.c. | Practice methods for defining future state requirements. | |
|  | 5.d. | Compare future state requirements to project scope. | |
| 6. | Analyze project risk. | | |
|  | Linked Core Abilities | | |
|  | Demonstrate ability to think critically.  Use effective communication skills. | | |
|  | Linked Program Outcomes | | |
|  | Demonstrate professional communication in a business environment.  Incorporate business requirements into the project planning process. | | |
|  | Assessment Strategies | | |
|  | 6.1. | Written Product | |
|  | 6.2. | Reflection | |
|  | Criteria | | |
|  | You will know you are successful when: | | |
|  | 6.1. | You include assumptions. | |
|  | 6.2. | You include dependencies. | |
|  | 6.3. | You include constraints. | |
|  | 6.4. | You include a risk assessment. | |
|  | 6.5. | You explain how you plan to manage identified risks. | |
|  | 6.6. | You reflect on expectations for managing identified risks. | |
|  | Learning Objectives | | |
|  | 6.a. | Examine risk factors. | |
|  | 6.b. | Evaluate risk tolerance. | |
|  | 6.c. | Investigate methods for managing risk. | |
| Meta Data Tags: | | |
| Business Analyst; requirements documentation; information management; process improvement; process analysis; current state; future state; project risk; business requirement document (BRD); risk assessment; version control | | |

### Course Learning Plans and Performance Assessment Tasks

Learning Plan 1 - The Fundamentals of Requirements Documentation and Information Management

Overview/Purpose

Business requirements documentation identifies the customer needs and expectations.  The documentation describes, in full detail, the processes that should be implemented.  It is utilized through the entire life cycle to ensure the solution meets the detailed specifications.  It is imperative that requirements are documented in a clear and concise manner.  This learning plan will also examine information management.  Information management includes methods Business Analysts use to organize information, as well as document version control.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Explore fundamentals of requirements documentation. | |
|  | Assessment Strategies | |
|  | 1.1. | Written Product |
|  | 1.2. | Reflection |
| 2. | Examine information management. | |
|  | Assessment Strategies | |
|  | 2.1. | Written Product |
|  | 2.2. | Reflection |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competencies and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on the fundamentals of requirements documentation and information management. | | |
| 4. | **Examine** various styles of Business Requirement Documents (BRDs). | | |
| 5. | **Examine** instructor-chosen case study on the importance of well defined requirements and the effect on project outcomes. | | |
| 6. | **Participate** in instructor-designed scenario on clear and concise documentation vs. unclear documentation. | | |
| 7. | **Explore** various methods for organizing Business Analyst information. | | |
| 8. | **Define** change control. | | |
| 9. | **Examine** factors that may influence a change control process. | | |
| 10. | **Find** an article on legal and/or regulatory issues related to information usage and storage. | | |
| 11. | **Participate** in instructor-designed quiz regarding legal and regulatory issues, change control concerns, and overall data usage. | | |
| 12. | **Participate** in Wiki.  Post your Discovery and Needs Analysis PAT information in your wiki page.  Underneath these notes, post the instructor-designed Business Requirements Document (BRD) template.  Analyze the Discovery and Needs Analysis PAT information, and input the appropriate information related to the fundamentals of requirements documentation and information management into the correct fields of the BRD template.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=65a56adf-d774-4855-9ba9-7fc52bcc93de) |

### Assessment Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | SUBMIT Journal Entry on change.  Business Analysts may work on projects/initiatives that cause a great deal of change in an organization.  Reflect on a time of change in your personal or professional life.  Summarize this experience.  Explain two key takeaways from this experience.  See attached journal rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Journal Rubric | [Journal Rubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=65a5d04d-cdee-4693-9285-004a0d469a22) |
| 2. | COMPLETE Quiz - See "Learning Activities" for further directions. | | |
| 3. | SUBMIT Wiki Entry - See "Learning Activities" for further directions and rubric. | | |

Learning Plan 2 - Process Analysis

Overview/Purpose

Process analysis assesses a process for efficiency and effectiveness, as well as its ability to identify opportunities for change.  This learning plan will examine the objectives of process analysis, explore process improvement methodologies, and explore tools utilized to improve processes.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Explore process analysis. | |
|  | Assessment Strategies | |
|  | 1.1. | Written Product |
|  | 1.2. | Reflection |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competency and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on process analysis. | | |
| 4. | **Participate** in instructor-designed activity on the objectives of process analysis. | | |
| 5. | **Participate** in Wiki on tools to improve processes. (process mapping, process flowcharting, cause & effect diagrams, parteo analysis, etc) See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=fcb8cd3b-4235-4277-a5f9-2252f4d0e24d) |
| 6. | **Use** a process analysis tool to model an instructor-chosen process. | | |
| 7. | **Find** an article on a process improvement methodology.  (EX: Six Sigma, Lean Management, Lean Six Sigma, Agile Management, Total Quality Management, Just-In-Time, Kaizen, etc). | | |
| 8. | **Examine** instructor-prepared scenario on process improvement methodologies. | | |
| 9. | **Participate** in Wiki.  Go to your wiki page from Learning Plan 1.   Analyze the Discovery and Needs Analysis PAT information and input the appropriate information related to process analysis into the correct fields of the BRD template.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=4f9a8fd3-ee34-425a-81f1-7f0809e5c1dc) |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT 2 Wiki Entries - See "Learning Activities" for further directions and rubrics. |

Learning Plan 3 - Current State and Future State

Overview/Purpose

Current state is an as-is view of the process/program/system.   This view helps gain an understanding of current processes and functionality.  Business Analysts must understand current process/program/system in order to understand why a change is needed and how it can be done.  Future state provides a high-level overview of the vision of change; providing a clear definition of the outcomes that will satisfy business needs.  Future state is important as it ensures the future state of the organization is well-defined, that it is achievable with the resources available, and that key stakeholders have a shared consensus in the vision of the outcome.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Examine current state. | |
|  | Assessment Strategies | |
|  | 1.1. | Written Product |
| 2. | Determine future state requirements. | |
|  | Assessment Strategies | |
|  | 2.1. | Written Product |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competencies and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on current state and future state requirements. | | |
| 4. | **Participate** in instructor-prepared activity on current state factors (business needs, organizational structure and culture, existing capabilities and processes, technology and infrastructure, policies, existing architecture, internal assets, and external influences). | | |
| 5. | **Participate** in instructor-designed scenario on evaluating the current state. | | |
| 6. | **Research** and find information on an organization that went through change. | | |
| 7. | **Examine** instructor-prepared scenario on an organization in change and components to consider in defining future state requirements. | | |
| 8. | **Participate** in Wiki.  Go to your wiki page from Learning Plan 1.   Analyze the Discovery and Needs Analysis PAT information, and input the appropriate information related to current state and future state requirements into the correct fields of the BRD template.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=3f07634e-d2d5-4179-a0f5-a9ce7e388b88) |
| 9. | **Participate** in Discussion Board.  Reflect on the Wiki from Learning Plan 1 (Discovery and Needs Analysis PAT and Business Requirements Document (BRD) Template).  Compare future state requirements to the project scope.  Explain if/how these requirements are aligned and in agreement with the organization's strategic vision. See attached Discussion Board rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=12f16b13-0dd1-41e1-8985-2eea91d78b59) |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Wiki Entry - See "Learning Activities" for further directions and rubric. |
| 2. | SUBMIT Discussion Board Entry - See "Learning Activities" for further directions and rubric. |

Learning Plan 4 - Project Risk Assessment

Overview/Purpose

This learning plan analyzes project risk.  It is important to understand the undesirable consequences of internal and external forces on the transition from current state to future state.

Target Competencies

|  |  |  |
| --- | --- | --- |
| 1. | Analyze project risk. | |
|  | Assessment Strategies | |
|  | 1.1. | Written Product |
|  | 1.2. | Reflection |

### Learning Activities

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | **Review** the competency and learning objectives. | | |
| 2. | **Read** the instructor-prepared materials. | | |
| 3. | **Listen and/or Watch** instructor's lecture on project risk assessment. | | |
| 4. | **Examine** instructor-prepared scenario on risk factors - types of risks, consequences of risk occurring, likelihood of risks, and potential time frames of risks occurring. | | |
| 5. | **Design** a risk chart.  Analyze the instructor-prepared scenario, and design a risk chart.  Include in your chart reference to - unknowns, constraints, assumptions, dependencies, consequences/impact of risks, likelihood of risks, and potential time frames of risks occurring. | | |
| 6. | **Participate** in instructor-designed pair-work activity on evaluating risk tolerance. | | |
| 7. | **Participate** in Discussion Board.  Post your risk chart.  Choose one risk that you have identified in your chart, and explain how you plan to manage this risk.  Include reference to methods for managing risks (avoidance, reduction, sharing, and retention).  Explain why you chose this risk management method. See attached Discussion Board rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Discussion Board Rubric | [GradingRubricDiscussionForums.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=9323d259-ace5-4e87-ae61-da71f366508e) |
| 8. | **Participate** in Wiki.  Go to your wiki page from Learning Plan 1.   Analyze the Discovery and Needs Analysis PAT information, and input the appropriate information related to project risk assessment into the correct fields of the BRD template.  See attached Wiki Rubric to earn most points. | | |
|  | Learning Materials | | |
|  | Wiki Rubric | [WikiRubric.docx](https://westerntc.wids.org//PublicDocuments.axd?DocumentID=3e933582-5b52-434d-be51-73e05a4941ee) |

### Assessment Activities

|  |  |
| --- | --- |
| 1. | SUBMIT Discussion Board Entry - See "Learning Activities" for further directions and rubric. |
| 2. | SUBMIT Wiki Entry - See "Learning Activities" for further directions and rubric. |
| 3. | COMPLETE PAT - Business Requirements Document (BRD) and Reflection |

Business Requirements Document (BRD) and Reflection

Directions

Analyze the instructor-prepared scenario.

::: Step 1 - Prepare a Business Requirements Document (BRD) :::

Use the instructor prepared scenario to create a Business Requirements Document (BRD).  Include the following elements in the BRD:

* Project Overview
* Scope
* Current State - Provide a process analysis tool to model the process, plus another method to describe the process.
* Future State Requirements - Provide a process analysis tool to model the process, plus at least one other method to document the requirements.
* Assumptions, dependencies, and constraints
* Risk Assessment - Explain how you plan to manage the identified risks.
* Approvals
* Version Control

::: Step 2 - Reflect :::

Reflect upon the formation of the Business Requirements Document (BRD).  Include in your reflection:

* Adherence to scope.
* Gaps between current state and future state requirements.
* Expectations for managing identified risks.
* Ideas for managing changes to requirements.

Target Course Competencies

|  |  |
| --- | --- |
| 1. | Explore fundamentals of requirements documentation. |
| 2. | Examine information management. |
| 3. | Explore process analysis. |
| 4. | Examine current state. |
| 5. | Determine future state requirements. |
| 6. | Analyze project risk. |

### Scoring

Rating Scale

| Value | Description |
| --- | --- |
| 5 | Consistently Exceeds Expectations.  Displays at all times, without exception, a consistently high level of skill.  All assignments/task are completed beyond the level of expectation.  Initiative and self-direction are characteristic. |
| 4 | Often Exceeds Expectations.  Displays a high level of skill, exceeding requirements in some areas, but not consistently or not without exception. |
| 3 | Meets Expectations.  Displays and maintains an effective and consistent level of skill.  Work output regularly achieves desired or required outcomes or expectations.  Problems or errors are reported and corrected quickly. |
| 2 | Some Improvement Needed.  Displays inconsistency in performance and frequently falls below acceptable levels.  Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences. |
| 1 | Major Improvement Needed.  Output is consistently low, regularly fails to meet criterion, and error rate is high requiring repetition. |
| 0 | No evidence of meeting requirement. |
| Met | Fully or adequately met expectations. |
| Not Met | Partially met or failed to meet expectations. |

Scoring Standard

A minimum of 3 must be earned on all criteria and must meet all met/not met criteria to demonstrate competency.

### Scoring Guide

|  | Criteria | Ratings |
| --- | --- | --- |
| **1.** | **::: Step 1 - Prepare a Business Requirements Document (BRD) :::** |  |
| 2. | You include the project overview. | 5 4 3 2 1 0 |
| 3. | Your project overview is clear and concise. | 5 4 3 2 1 0 |
| 4. | Your project overview aligns with the goals and objectives. | 5 4 3 2 1 0 |
| 5. | You include the scope. | 5 4 3 2 1 0 |
| 6. | Your scope aligns with the goals and objectives. | 5 4 3 2 1 0 |
| 7. | Your scope encompasses a time frame and resources required. | 5 4 3 2 1 0 |
| 8. | You include the current state. | 5 4 3 2 1 0 |
| 9. | Your current state addresses organizational structure and culture. | Met Not Met |
| 10. | Your current state addresses existing capabilities and processes. | Met Not Met |
| 11. | Your current state addresses technology and infrastructure. | Met Not Met |
| 12. | Your current state addresses policies. | Met Not Met |
| 13. | Your current state addresses existing architecture. | Met Not Met |
| 14. | Your current state addresses internal assets. | Met Not Met |
| 15. | Your current state addresses external influences. | Met Not Met |
| 16. | You use a process analysis tool to model the process of the current state. | 5 4 3 2 1 0 |
| 17. | You use a method to describe the process of the current state in a clear and concise manner. | 5 4 3 2 1 0 |
| 18. | You include future state requirements. | 5 4 3 2 1 0 |
| 19. | Your future state requirements align with the scope. | 5 4 3 2 1 0 |
| 20. | Your future state requirements address organizational structure and culture. | Met Not Met |
| 21. | Your future state requirements address existing capabilities and processes. | Met Not Met |
| 22. | Your future state requirements address technology and infrastructure. | Met Not Met |
| 23. | Your future state requirements address policies. | Met Not Met |
| 24. | Your future state requirements address existing architecture. | Met Not Met |
| 25. | Your future state requirements address internal assets. | Met Not Met |
| 26. | Your future state requirements address external influences. | Met Not Met |
| 27. | You use a process analysis tool to model the process of the future state requirements. | 5 4 3 2 1 0 |
| 28. | You use a method to document the requirements in a clear and concise manner. | 5 4 3 2 1 0 |
| 29. | You include assumptions. | 5 4 3 2 1 0 |
| 30. | You include dependencies. | 5 4 3 2 1 0 |
| 31. | You include constraints. | 5 4 3 2 1 0 |
| 32. | You include a risk assessment. | 5 4 3 2 1 0 |
| 33. | You explain how you plan to manage the identified risks. | 5 4 3 2 1 0 |
| 34. | You include approvals. | 5 4 3 2 1 0 |
| 35. | You include version control. | 5 4 3 2 1 0 |
| 36. | Business Requirements Document (BRD) shows evidence of logical critical thinking. | Met Not Met |
| 37. | BRD follows an effective organizational plan. | Met Not Met |
| 38. | BRD exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage. | Met Not Met |
| **39.** | **::: Step 2 - Reflect :::** |  |
| 40. | You reflect on adherence to scope. | 5 4 3 2 1 0 |
| 41. | You reflect on gaps between current state and future state requirements. | 5 4 3 2 1 0 |
| 42. | You reflect on expectations for managing identified risks. | 5 4 3 2 1 0 |
| 43. | You reflect on ideas for managing changes to requirements. | 5 4 3 2 1 0 |
| 44. | Reflection shows evidence of logical critical thinking. | Met Not Met |
| 45. | Reflection follows an effective organizational plan. | Met Not Met |
| 46. | Reflection exhibits correct and appropriate grammar, punctuation, spelling, syntax, and word usage. | Met Not Met |

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