

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter F. Business, Marketing, and Finance

Statutory Authority: The provisions of this Subchapter F issued under Texas Education Code, §§7.102(c)(4), 28.002(a) and (c), and 28.025(a), unless otherwise noted.

§127.275. Entrepreneurship I (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. Recommended prerequisite: Principles of Business, Marketing and Finance. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professional business communication skills such as verbal phone conversations and the construction of email in a professional manner, including subject line, salutation, email body, closing, and signature;
 - (B) model professional business norms for face-to-face and virtual interactions in alignment with business norms;
 - (C) identify how to conduct a meeting with professionals, including the importance of punctual attendance, wearing attire appropriate for the meeting, introducing all parties to one another, reviewing and using the meeting agenda as a guide for the meeting, taking notes during the meeting, and sending meeting outcomes to each participant after the conclusion of the meeting;
 - (D) communicate effectively with others using verbal and nonverbal communication, active listening, and writing skills in a business setting;

- (E) demonstrate collaboration skills, including resolving conflicts, within a team setting;
 - (F) demonstrate a productive work ethic, including working hard, respecting authority, performing assigned tasks, following schedules, and meeting deadlines;
 - (G) evaluate the ethical course of action for entrepreneurs using applicable rules, laws, and regulations;
 - (H) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
 - (I) demonstrate coachability skills by receiving and giving constructive feedback;
 - (J) demonstrate critical and analytical thinking skills when comparing business decisions; and
 - (K) demonstrate virtues, including trustworthiness, responsibility, and good citizenship.
- (2) The student demonstrates an understanding of ent (nc)4.2 (l)6.w 27.75o.831 -pta4 (p.)TJ0 Tc(4 (p.)TJ0 7 (uc)4f (a)4

- (D) select and implement effective multimedia strategies for a presentation;
 - (E) provide and receive constructive feedback following a presentation; and
 - (F) demonstrate effective presentation skills.
- (10) The student knows how to access and use organizations and resources to support entrepreneurs. The student is expected to:
- (A) identify and compare the opportunities of various local, state, and national organizations and associations that provide resources to entrepreneurs, including startup grants and loans; and
 - (B) analyze the benefits of the various services provided by the Small Business Administration, Small Business Development Centers, Service Corps of Retired Executives (SCORE), chambers of commerce, institutions of higher education, and industry-related associations.

Source: The provisions of this §127.275 adopted to be effective February 13, 2024, 49 TexReg 696.

§127.276. Entrepreneurship II (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Entrepreneurship I. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing.
 - (3) In Entrepreneurship II, students gain the knowledge and skills needed to become successful entrepreneurs within an innovative marketplace in a free enterprise system. The goal and outcome of the course are for students to have a business launched by the end of the course or have the tools necessary to launch and operate a business.

- (C) conduct meetings in face-to-face and virtual settings by creating an agenda, confirming the meeting, using an agenda as a guide for the meeting, and sending meeting follow-up correspondence;
- (D) demonstrate collaboration skills within a diverse team setting;
- (E) identify an ethical course of action in a business setting;
- (F) demonstrate leadership skills by participating in career and technical student organizations, leading a team project, or facilitating a group discussion;
- (G) demonstrate coachability skills by working hard, respecting authority, and using feedback to inform decision making;
- (H) set short- and long-term goals;

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- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) This course can serve in multiple CTE programs of study, as it focuses on planning, managing, organizing, directing, and evaluating business functions essential to efficient and productive business management, finance, operations, and marketing related to the student's industry focus.
 - (3) Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning 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. It is recommended that students are paired with local business owners or employers in their specific industry program of study.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, local chamber of commerce meetings, and meetings with entrepreneurs, mentors, or industry experts.
 - (5) Students are encouraged to transition from the idea phase to action and implementation of a business, including validation through sales in a real or simulated scenario.
 - (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (d) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:
 - (A) participate in a paid or an unpaid laboratory or work-based application of previously studied knowledge and skills related to entrepreneurship;
 - (B) demonstrate professional business skills through written

- (C) explore and analyze the health and safety responsibilities a business has to the community and its employees; and
 - (D) research and identify how businesses are making investments in community infrastructure.
- (6) The student analyzes for-profit and non-profit business growth and exit strategies. The student is expected to:
- (A) compare business growth strategies and identify and defend the most favorable for a potential business;
 - (B) describe methods that a business owner can use to obtain financial support to expand a business;
 - (C) identify and explain various methods an entrepreneur can use to determine how much a business is worth;
 - (D) analyze various paths to exit a business and the impact from startup decisions; and
 - (E) explain the factors an entrepreneur should consider when preparing to exit a business.
- (7) The student collaborates in small groups to complete a project-based research activity to develop critical thinking and creative problem solving. The student is expected to:
- (A) analyze a real-world work site and research an existing issue or problem the business is experiencing;
 - (B) research and report how to resolve the business problem;
 - (C) develop a proposal for future business opportunities; and
 - (D) determine how to create business relationships or alliances that would be beneficial to the business.

Source: The provisions of this §127.277 adopted to be effective February 13, 2024, 49 TexReg 696.

- (4) The student understands and applies proper safety and security techniques in the workplace. The student is expected to:
 - (A) demonstrate understanding of and consistently follow workplace safety rules and regulations; and
 - (B) adhere to technology safety and cybersecurity policies such as acceptable use policy and webpage policies.
- (5) The student understands the ethical and legal responsibilities in entrepreneurship. The student is expected to:
 - (A) apply appropriate responses to workplace situations based on personal or professional ethical responsibilities;
 - (B) demonstrate integrity by choosing the ethical course of action.
 - CB) demonstrate