

ATTACHMENT
Text of Proposed New 19 TAC

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

Subchapter F. Business, Marketing, and Finance

§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

and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business str.frTJ0.003.7 (i)sin7ed 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, and industry professionals, as well as other illustrative examples, to the extent possible.

(E)

(C)



- (B) demonstrate a productive work ethic by using a personal calendar, **[and]** task list, **and** **project management tools**;
 - (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;
 - (I) identify appropriate business attire in various work settings; **[and]**
 - (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 the entrepreneurial environment. The student is expected to:
- (A) compare the advantages and disadvantages of corporations, franchises, partnerships, limited-liability companies, and sole-proprietorships;
 - (B) evaluate the factors involved with starting, 16618D43(p8 0 4bn)5 (g)TJ0.0are wefEMC BT/P MCID 46 B

- (B) create a minimum viable product to a solution generated from an ideation process;
 - (C) identify unique value proposition(s) of a minimum viable product;
 - (D) present the minimum viable product, including the unique value proposition(s), for feedback; and
 - (E) conduct market testing of the minimum viable product.
- (5) The student understands how to select a funding source for a start-up business. The student is expected to:
- (A)

- (A) differentiate ways to protect intellectual property;
- (B) distinguish between the advantages and disadvantages of a patent;
- (C) determine the types of licenses a start-up business might be required to obtain, including

- (B) create a marketing plan for a start-up business that includes the use of internet, social media, and sales strategies;
 - (C) analyze customer buying behavior to inform promotional decision-making;
 - (D) create promotional materials using appropriate technology;
 - (E) conduct a market test to measure promotional effectiveness;
 - (F) explain the role of search engine optimization as a marketing strategy;
 - (G) select an appropriate point-of-sale or e-commerce payment method; and
 - (H) compare how promotional strategies change during the product life cycle.
- (14) The student understands the role of distribution and supply chain management for a start-up business. The student is expected to:
- (A) determine distribution costs associated with transportation, storage, product handling, and inventory control;
 - (B) explain how distribution adds value to a product or service by providing place, possession, and time utilitn-2 (i)6.9 (n h)12 (ow)5.1 (di)6.8 (nt)6.9 (or)1.6 (y3a)4.2 (;)TJ0 T (ha)4.26.0B)d

(b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a career and technical education (CTE) program of study. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(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) 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)

- (1) demonstrate critical and analytical thinking skills when comparing business decisions.
- (2) The student analyzes major problem areas and potential problem areas for entrepreneurs while demonstrating an understanding of leverage points and constraints. The student is expected to:
 - (A) assess businesses that have failed, determine factors associated with business closure, and prepare and present analysis to peers;
 - (B) research and analyze risks faced by entrepreneurs;
 - (C) evaluate entrepreneurial risk versus opportunity for a given **business example [scenario]**
;
 - (D) describe how entrepreneurship differs from working for an employer;
 - (E) analyze personal aptitude for entrepreneurship;
 - (F) describe how entrepreneurs must manage organizational finances;
 - (G) research and apply the entrepreneur's approach to risk-taking as it applies to business decision-making;
 - (H) explore and explain a company's competitive advantage in its field of interest; **[and]**
 - (I) analyze the risks and rewards of business ownership by interviewing an entrepreneur in a chosen field of interest **;** **and []**
 - (J) analyze how psychology and sociology explain factors that drive customer behavior and impact business success.**

(3)

- (H) define cash burn in relationship to a business's viability.
- (5) The student examines the responsibilities businesses have to employees and the community. The student is expected to:
 - (A) explain the benefits of a business that contributes to the economic well-being of its employees and community;
 - (B) research and describe the methods in which a business can ensure economic growth and provide jobs;
 - (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.

§127.278. Extended Practicum in Entrepreneurship (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 11 and 12. The practicum course is a paid or an unpaid capstone experience for students participating in a coherent sequence of career and technical education (CTE) courses in the Marketing Career Cluster. Recommended prerequisites: Entrepreneurship I and Entrepreneurship II or successful completion of at least two courses in a CTE program of study. Corequisite: Practicum in Entrepreneurship. This course must be taken concurrently with Practicum in Entrepreneurship and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.
- (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) 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) Extended 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)

