

## 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 entrepreneurship. The student is expected to:
- (A) distinguish between the terms entrepreneurship and entrepreneur;
  - (B) define small-, medium-, and large-sized businesses;
  - (C) differentiate between the various routes to entrepreneurship, including start-ups, franchising, acquisition, mergers, and non-profit ownership;
  - (D) identify and discuss the risks and benefits of an entrepreneurial way of life;
  - (E) analyze and discuss the advantages and disadvantages of entrepreneurship;
  - (F) distinguish between intrapreneurship and entrepreneurship; and
  - (G) identify the role entrepreneurship plays in innovation within a free-market economy.
- (3) The student researches corporations, limited liability corporations, franchises, partnerships, limited partnerships, and sole proprietorships to understand business structures. The student is expected to:
- (A) evaluate the advantages and disadvantages involved with the ownership of corporations, limited liability corporations, franchises, partnerships, limited partnerships, and sole proprietorships, including control, tax implications, risk, and liability;
  - (B) differentiate between management structures for different types of business;
  - (C) investigate local businesses and classify them by their business structures; and
  - (D) identify the primary importance of shareholders.
- (4) The student engages in discovery activities related to entrepreneurship. The student is expected to:
- (A) complete a career interest inventory or career aptitude test and a personality assessment to identify personality traits, strengths, and weaknesses;
  - (B) identify characteristics of successful entrepreneurs; and
  - (C) identify opportunities for personal growth through self-reflection activities.
- (5) The student identifies problems and creates solutions to address market wants and needs. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process and market research;
  - (B) describe possible solutions for the marketplace problems identified; and
  - (C) determine the feasibility of a solution by performing a features-benefits-value analysis.

- (6) The student understands the key components included in a business plan. The student is expected to:
- (A) define and explain basic accounting terms, including revenue; expenses; cash; accounts receivable; accounts payable; fixed assets; liquid assets; inventory; liabilities; cost of goods sold; earnings before interest, taxes, depreciation, and amortization (EBITDA); gross profit; net profit; forecasts; cash flow; return on investment; and owners' equity;
  - (B) identify possible diversified revenue streams and explain how to generate various revenue streams for a business;
  - (C) define and explain variable, fixed, and mixed costs;
  - (D) identify the components of key financial statements of a business plan, including balance sheet, profit and loss statement, and cash flow statement;
  - (E) calculate unit economics and a break-even point using sample data;
  - (F) define and explain different channels of distribution;
  - (G) define and explain demographics, psychographics, and geographics as related to potential customer segment;
  - (H) provide examples of market segments;
  - (I) compare various pricing strategies such as cost-plus pricing, price skimming, penetration pricing, premium pricing, and value-based pricing;
  - (J) define and explain a competitive analysis;
  - (K) analyze and explain different types of marketing and sales strategies, including digital and social media marketing;
  - (L) identify and define key performance metrics and describe how they may vary by industry; and
  - (M) describe the unique value proposition of a product or service that provides a competitive edge against existing competitors.
- (7) The student demonstrates an understanding of a business planning methodology. The student is expected to:
- (A) identify the components of a business planning tool, including the Business Model Canvas; and
  - (B) apply a business planning template to an existing business.
- (8) The student creates a plan for a preliminary business concept. The student is expected to:
- (A) identify a current market need or problem;
  - (B) identify a product or service to address the market need or problem;
  - (C) explain the unique value proposition of the product or service;
  - (D) explain potential impacts of the availability of the product or service on a selected target market; and
  - (E) summarize the feasibility and key elements of the business venture.
- (9) The student develops and delivers a comprehensive presentation on a preliminary business concept. The student is expected to:
- (A) identify and explain the components of a pitch;
  - (B) create a pitch for a preliminary business concept;
  - (C) align presentation strategies to the intended audience and purpose;

- (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. In this course, students learn and initiate the process of taking a business plan from idea to implementation. Students are encouraged to work in close cooperation with local industry leaders and community members to develop ideas and objectives, complete a business planning tool, pitch for funding, and register with governmental agencies.
  - (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 skills through written and oral communication;
    - (B) demonstrate a productive work ethic by using a personal calendar, 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;
  - (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, acquiring, or expanding a business;
  - (C) describe franchise opportunities and ownership requirements;
  - (D) define scaling as it applies to growing a business;
  - (E) self-reflect on and evaluate personal strengths for becoming a successful entrepreneur; and
  - (F) analyze opportunity costs for a given business example.
- (3) The student engages in the ideation process and determines the feasibility of an entrepreneurial venture. The student is expected to:
- (A) identify and analyze problems in the marketplace through an ideation process;
  - (B) analyze market research to identify possible solutions to a problem;
  - (C) identify the customer segment affected by a problem;
  - (D) research, develop, and implement focus group questions for a specific customer segment;
  - (E) evaluate the feasibility of possible solutions to a problem, including a competitive analysis such as a strength, weakness, opportunities, and threats (SWOT) analysis; and
  - (F) select and present the most viable solution to a problem based on market research, feasibility, and customer segmentation.
- (4) The student creates a minimum viable product (MVP) for a start-up business. The student is expected to:
- (A) define minimum viable product and unique value proposition for a good or service;
  - (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) compare the advantages and disadvantages of potential funding sources, including crowdsourcing, private equity firms, venture capitalists, banks and other lenders, friends and relatives, grants, state and local development agencies, and angel investors;
  - (B) identify predatory lending schemes and practices; and
  - (C) evaluate risks and benefits of various funding sources from short- and long-term perspectives.
- (6) The student determines an ownership structure for a start-up business. The student is expected to:
- (A) compare ownership structures for a start-up business;
  - (B) select an ownership structure and explain why it is appropriate for a start-up business; and
  - (C) explain the process for legally registering and obtaining a tax status for a start-up business for a selected ownership structure.
- (7) The student uses a business planning tool to develop a start-up business concept. The student is expected to:
- (A) research business plan outlines, resources, and templates such as Business Model Canvas, lean business model template, or a traditional business plan template;
  - (B) select an appropriate business planning tool for a start-up business;
  - (C) complete the components of a selected business planning tool for a start-up business concept; and
  - (D) present a start-up business concept for feedback.
- (8) The student demonstrates an understanding of accounting and financial practices. The student is expected to:
- (A) explain the importance of budgeting and cash flow, including burn rate;
  - (B) identify revenues and expenses for a start-up business;
  - (C) explain the importance of and interrelationship between financial statements, including a profit and loss statement, balance sheet, and statement of cash flow;
  - (D) create an operational budget for a start-up business;
  - (E) create a monthly projected financial statement for a three-year period for a start-up business;
  - (F) identify accounting tools and services such as accounting and bookkeeping software, payroll services, and tax services; and
  - (G) select appropriate accounting tools and services for a start-up business.
- (9) The student demonstrates an understanding of the legal and regulatory environment for a business. The student is expected to:
- (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 a business license, employer identification number, name registry, professional license, and occupational license;

- (D) examine the role of government agencies that oversee business regulations and determine the regulatory implications for a start-up business;
  - (E) examine the role of workplace safety and health in the regulatory environment and determine its implications for a start-up business;
  - (F) analyze the purpose of legally binding contracts;
  - (G) explain the implications of tax laws on a business;
  - (H) describe the impact of labor laws when creating a start-up business;
  - (I) create a sample contract for a start-up business such as sales, employment, purchase, lease, or non-disclosure agreement; and
  - (J) examine implications of sexual harassment and workplace violence on a business.
- (10) The student demonstrates an understanding of ethical and moral obligations in entrepreneurship as they relate to shareholders, employees, customers, and the community. The student is expected to:
- (A) develop ideas to build a moral and ethical business culture;
  - (B) evaluate the impact of unethical and immoral practices on stakeholders;
  - (C) create the core values for a start-up business; and
  - (D) create purpose, vision, and mission statements for a start-up business.
- (11) The student understands the impact of leadership, human resources, and management on a start-up business. The student is expected to:
- (A) distinguish between leadership and management;
  - (B) explore and identify personal leadership style;
  - (C) develop recruitment, hiring, and retention strategies for a start-up business;
  - (D) examine and describe effective leadership and management strategies;
  - (E) create an organizational chart for a start-up business;
  - (F) create job descriptions for key roles in a start-up business; and
  - (G) explain how company culture impacts recruitment and retention.
- (12) The student determines a pricing structure for a start-up business. The student is expected to:
- (A) create and justify a pricing structure for a start-up business;
  - (B) develop and analyze pricing objectives;
  - (C) use sample data to calculate prices, markups, and discounts for a start-up business;
  - (D) calculate unit economics and a break-even point for a start-up business; and
  - (E) explain the role of supply and demand on pricing.
- (13) The student determines effective marketing and promotional strategies for a start-up business. The student is expected to:
- (A) develop promotional objectives;
  - (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 utility to a consumer;
  - (C) select suppliers for the production of goods and services; and
  - (D) analyze risks and challenges with supply chain management and distribution.
- (15) The student understands key metrics to measure the success of a business. The student is expected to:
- (A) explain the role and importance of key metrics as a measure of success;
  - (B) identify and define common key metrics; and
  - (C) select and justify key metrics for a start-up business.
- (16) The student presents a well-organized business plan. The student is expected to:
- (A) create and present a comprehensive business plan that includes business description, target market, key metrics, revenue streams, pricing structure, competitive advantage, unique value proposition, distribution channels, and financial forecast;
  - (B) identify the purpose of and present an elevator pitch;
  - (C) create and deliver a presentation for start-up business funding;
  - (D) select and implement effective multimedia strategies for a presentation;
  - (E) provide and receive constructive feedback following a presentation;
  - (F) demonstrate effective presentation skills; and
  - (G) create an executive summary.
- (17) The student understands the process for launching a start-up business. The student is expected to:
- (A) research and identify the process for launching a start-up business in the local area;
  - (B) evaluate insurance costs, locations, and loan terms; and
  - (C) assess equipment needs and other resources needed to launch the business.

*Source: The provisions of this §127.276 adopted to be effective February 13, 2024, 49 TexReg 696.*

**§127.277. Practicum in Entrepreneurship (Two Credits), 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. 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) 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 and oral communication;
    - (C) demonstrate collaboration skills through teamwork and constructive dialogue;
    - (D) demonstrate professionalism by behaving in a manner appropriate for the profession and workplace;
    - (E) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    - (F) comply with all applicable rules, laws, and regulations;
    - (G) demonstrate time-management skills by prioritizing tasks, following schedules, and accomplishing goal-relevant activities in a way that uses time wisely and optimizes efficiency and results;
    - (H) identify appropriate business attire for the selected workplace; and
    - (I) 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;
  - (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;
  - (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) The student identifies the appropriate legal structure, benefits, and drawbacks for different business types. The student is expected to:
- (A) describe the different basic types of business formation, including sole proprietorship, partnership, corporation, and limited liability company;
  - (B) compare the benefits and drawbacks for each type of business structure such as personal liability and taxes; and
  - (C) research an existing business and simulate liability issues associated with its type of business structure through role-play.
- (4) The student determines how to obtain funding and all associated costs needed to start a particular business. The student is expected to:
- (A) describe all materials, facilities, technology, inventory, and personnel that will be needed to start and sustain the business;
  - (B) devise a timeline of tasks that must be completed, including the associated costs;
  - (C) list and describe all supplies, personnel wages and salaries, inventories, insurance, utilities, repair and maintenance, and other operating costs associated with funding the business once it is operating;
  - (D) document and analyze the costs associated with operating the business, using cash flow and return on investment as a means of evaluation;
  - (E) estimate how much money will be needed on-hand to operate the business until the break-even point;
  - (F) seek the advice of mentors from industry to analyze and discuss actual business situations and funding options to assist the student with a business idea;
  - (G) create and analyze financial statements to identify ways to improve business performance in a business model of choice; and
  - (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.

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

**§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) 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) participate in a paid or an unpaid, laboratory- or work-based application of previously studied knowledge and skills related to entrepreneurship;
    - (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;
    - (C) demonstrate professional standards and personal qualities needed to succeed as an entrepreneur such as diligence, perseverance, self-discipline, integrity, customer service, work ethic, and adaptability with increased fluency;
    - (D) demonstrate use of business information management tools with increased fluency for relevant projects;
    - (E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and
    - (F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.
  - (2) The student applies professional communications strategies. The student is expected to:
    - (A) demonstrate proper use of written, verbal, and visual communication techniques with increased proficiency;
    - (B) apply active listening skills to obtain and clarify information;
    - (C) create and deliver formal and informal presentations effectively;
    - (D) analyze, interpret, and effectively communicate information; and
    - (E) exhibit positive customer/client communication skills to maintain effective internal and external business relationships.
  - (3) The student implements advanced problem-solving methods. The student is expected to:
    - (A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;
    - (B) conduct technical research to gather information necessary for decision making; and
    - (C) analyze elements of a problem to develop creative and innovative solutions.

- (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 when making decisions; and
  - (C) comply with all applicable rules, laws, and regulations for the selected industry.
- (6) The student participates in an entrepreneurial experience. The student is expected to:
  - (A) conduct, document, and evaluate learning activities in a supervised experience;
  - (B) develop advanced technical knowledge and skills related to the student's occupational objective;
  - (C) demonstrate use of information technology tools to manage and perform work responsibilities;
  - (D) create customary styles of documents such as memoranda, letters, emails, and reports, as appropriate, to an industry of choice;
  - (E) apply the elements and processes of entrepreneurship to grow a business idea and meet customer expectations;
  - (F) demonstrate growth of technical skill competencies;
  - (G) evaluate strengths and weaknesses in technical skill proficiency; and
  - (H) collect representative work samples.

*Source: The provisions of this §127.278 adopted to be effective February 13, 2024, 49 TexReg 696.*