Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter D. Business Management and Administration

Statutory Authority: The provisions of this Subchapter D issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.00222, and 28.025, unless otherwatute
Administration, Adopted 2015.

(a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.

(b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§130.132-130.144 of this subchapter.

(c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§130.132-130.144 of this subchapter shall be implemented beginning with the 2017-2018 school year and applyw 1 4/02(h)1plye under subsection (b) of this section, the commissi each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commission shall notify the State Board of Education and school districts that §§130.132-130.144 of this subchapte shall be implemented for the following school year.

Source: The provisions of this §130.131 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.132. Principles of Business, Marketing, and Finance (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-11. Students shall be awar one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academi standards and relevant technical knowledge and skills for students to further their education ar succeed in current or emerging professions.

(2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

(3) In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goo and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings i business, kjt-7.7(r)-5etechnical student organizations and other leadership or extracurricular org

(5) Statements that contain the word "including" reference content that must be mastered, while th containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:

(A) communicate effectively with others using oral and written skills;

(B) demonstrate collaboration skills through teamwork;

(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;

(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;

(E) comply with all applicable rules, laws, and regulations; and

(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.

(2) The student describes the characteristics of business. The student is expected to:

(A) explain the principles of supply and demand;

(B) differentiate between goods and services;

(C) identify the types of business;

(D) compare the different forms of ownership;

(E) examine the organizational structure and functions of business;

(F) interpret the nature of balance sheets and income statements; and

(G) identify business cycles.

(3) The student defines ethics in business. The student is expected to:

(A) distinguish between ethical and unethical business practices; and

(B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.

(4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:

(A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies;

(B) summarize the characteristics of the private enterprise system; and

(C) identify factors aftdnd pri.2(f)-2c-2.7-4.1(-2.93w 2d(e)-11.8 c)-11.(y)20.dnd ptrentif.9(l.9(e)-11.9a21aa)2.9

(7) The student classifies types of businesses that market goods and services. The student is expected to:

(A) explain the importance of different marketing strategies for goods versus services;

(B) define business and industry terms such as producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses;

(C) identify types of retailers;

(D) explain the role of retailers in a private enterprise system;

(E) identify examples of wholesalers; and

(F) describe the role of wholesalers in a private enterprise system.

(8) The student analyzes cost and profit relationships in finance. The student is expected to:

(A) explain the concept of productivity;

(B) analyze the impact of specialization and division of labor on productivity; and

(C) explain the concept of orgae57]z2(a)-7.2(e)4d 2(pl)6.9(a)4b7(or)1 .9(a)4.812.d 812.b(odu).6(s)9.2(i)6.9(n)

(B) identify market segments;

(C)

(D) demonstrate concepts and processes to employ the appropriate steps in document production.

(6)

(E) research cases dealing with contract sales using appropriate online technology.

(7)

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discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea;

(B) structure ideas in persuasive ways such as using outlines, note taking, graphic organizers, or lists to develop drafts in timed and open-ended situations;

(C) revise drafts to clarify meaning, consistency of tone, and logical organization;

(D) edit drafts for grammar, mechanics, and spelling; and

(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:

(A) identify the management information requirements and business needs of an organization; and

(B) explain issues involved in designing and developing systems for different environments.

(4) The student analyzes available software packages for use in business settings. The student is expected to:

(A) determine equipment and supplies needed;

(B) establish equipment and supplies maintenance systems;

(C) schedule equipment maintenance;

(D) use equipment and supplies maintenance procedures; and

(E) use critical-thinking skills to troubleshoot equipment and software issues.

(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:

(A) move files in the computer operating system;

(B) create directories; and

(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software.

(6) The student applies word-processing technology. The student is expected to:

(A) identify customary styles of business documents;

(B) improve touch-system skills using the keyboard and keypad to input data;

(C) use hardware and software needed to produce documents to address different computer applications;

(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose while maintaining accurate records of outside sources;

(E) produce business documents, including business letters, resumes, research papers, and newsletters;

(F) edit a variety of written documents;

(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document;

(H) prepare and distribute personalized correspondence using mail merge; and

(I) use online word-processing technologi 0 Td (a9(ch)8(n)8(o)-4(l)2.9(o))9.4(l)2 EMC /Prpondoog -1.15

(G) analyze company data requirements; and

(H) design a database to meet business requirements.

(8) The student applies data entry techniques to enter information in databases. The student is expected to:

(A) access information in the database system;

(B) build data in a data warehouse;

(C) enter and edit data into database tables and database forms for easy data entry; and

(D) import and export databases.

(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:

(A) retrieve data from tables and queries;

(B) formulate queries; and

(C) create and print reports.

(10) The student a

(E) close a business project.

(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:

(A) employ verbal and active listening skills when obtaining and conveying information;

(B) record information needed to present a report on a given topic and use items such as tables of contents, indexes, tabs, footnotes, endnotes, captions, and/or building blocks;

(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document

(B) create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs.

(8) The student follows procedures of advanced data management. The student is expected to:

(A) design a database to solve business problems; and

(B) use advanced functions of database management such as updating queries, creating formulas, using built-in formulas, and creating custom format reports.

(9) The student documents technical knowledge and skills. The student is expected to:

(A) prepare a professional electronic portfolio that includes information such as:

(i) attainment of technical skill competencies;

(ii) licensures or certifications;

(iii) recognitions, awards, and scholarships;

(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;

(v) sample letter of application;

(vi) abstract of key points of accomplishments;

(vii) resume;

(viii) samples of work; and

(ix) evaluation from a teacher; and

(B) present the portfolio to interested stakeholders.

Source: The provisions of this §130.137 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.138. Business Lab (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Business Management and Administration Career Cluster. This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification. Corequisite: any course in the Business Management and Administration Career Cluster. Recommended corequisite: Business Information Management I or Business Information Management II. This course must be taken concurrently with a corequisite course from the Business Management and Administration Career Cluster and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) 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)

leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(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.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:

(A) communicate effectively with others using oral and written skills;

(B) demonstrate collaboration skills through teamwork;

(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;

(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;

(E) comply with all applicable rules, laws, and regulations; and

(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and op1 oa:e s05 -1T1 s

(iii) determining alternative courses of action;

(iv) evaluating each alternative;

(v) computing an optimal decision;

(vi) implementing the chosen course of action; and

(vii) evaluating the decision feedback and de

(6) The student demonstrates the qualities of leadership. The student is expected to:

(A) define motivation;

(B)

(R) define inventory in the management context; and

(A)

(D) research cases and issues on global trade using appropriate online technology.

(7) The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to:

(A) describe the reasoning behind the regulation of global business behavior;

(B) analyze the Foreign Corrupt Practices Act; and

(C) discuss the role of international law in the conduct of global business.

(8) The student researches the business elements of cultural challenges and diversity. The student is expected to:

(A) explain the role of culture in global business; dneent rnee.grc4-5.1(ne)o2(us)-2.5(i)--7.8(l)-5.1(e)-19

(B)

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(G) create a job description; and

(H)

(H) explain the structure and functions of a union;

(I) discuss the major union organizations such as AFL-CIO, national unions, local unions, and international unions;

(J) summarize the collective bargaining process and the issues typically negotiated such as wages, hours, and working conditions;

(K) explain a typical grievance procedure;

(L) define grievance arbitration;

(M) explain the contemporary challenges facing labor organizations and unions, including foreign competition, technological change, decline in union membership, and employers' focus on maintaining good working conditions to maintain non-union status; and

(N) research contemporary cases on labor relations using appropriate online technology.

(12) The student analyzes the future global considerations impacting human resources. The student is expected to:

(A) explain international human resource issues;

(B) identify the issues associated with recruiting and selecting employees internationally;

(C) discuss how to deal with compensation issues in a host country environment;

(D) identify the problems and so.1(c)cco19.2e8efr l(ex)8(pd8.1(l)2.5.e s)5.4 se o(ect)oyees inter-11.8(m)20.9 c

develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(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.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:

(A) communicate effectively with others using oral and written skills;

(B) demonstrate collaboration skills through teamwork;

(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;

(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;

(E) comply with all applicable rules, laws, and regulations; and

(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.

(2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:

(A) assess personal marketability;

(B) practice job-search strategies, including:

(i) write a letter of application;

(ii) prepare a resume;

(3) The student demonstrates professional standards as required by business and industry. The student is expected to:

(A) adhere to policies and procedures;

(B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation;

(C) apply ethical reasoning to a variety of situations in order to make ethical decisions; and

(D) complete tasks with the highest standards to ensure quality products and services.

(4) The student develops and demonstrates skills for success in the workplace. The student is expected to:

(A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment;

(B) exhibit productive work habits and attitudes, including accepting constructive criticism; and

(C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services.

(5) The student applies principles of effective interpersonal skills. The student is expected to:

(A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy;

(B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers;

(C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds;

(D) understand rights and responsibilities concerning sexual harassment in the workplace;

(E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants;

(F) explain the concepts of integrity and confidentiality as related to the office environment; and

(G) demonstrate methods for implementing and improving customer satisfaction.

(6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:

(A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;

(B) demonstrate teamwork skills through working cooperatively with others to achieve goals;

(C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;

(D) demonstrate responsibility for shared group and individual work tasks; and

(E) establish and maintain effective working relationships by:

(i) demonstrating interpersonal skills;

(ii) using positive interpersonal skills to work cooperatively with others;

(iii) negotiating effectively to arrive at decisions; and

(iv) demonstrating sensitivity to and value for diversity.

(ii) maintaining an appointment calendar;

(iii) verifying appointments;

(iv) coordinating travel arrangements;

(v) setting up meeting arrangements; and

(vi) disseminating meeting information to appropriate persons; and

(G) enter data without error.

(10) The student manages personal finances to achieve financial goals. The student is expected to:

(A) develop a budget based on personal financial goals;

(B) interpret a pay stub;

(C) read and reconcile bank statements;

(D) maintain financial records;

(E) demonstrate the wise use of credit;

(F) validate a credit history;

(G) protect against identity theft; and

(H) prepare personal income tax forms, including the 1040E.

(11) The student establishes procedures to maintain equipment and supplies. The student is expected to:

(A) determine equipment needed;

(B) determine supplies needed;

(C) establish equipment and supplies maintenance systems;

(D) schedule equipment maintenance; and

(E) use equipment and supplies maintenance procedures.

(12) The student applies concepts of critical thinking and problem solving. The student is expected to:

(A) analyze elements of a problem to develop creative and innovative solutions;

(B) critically analyze information to determine value to the problem-solving task;

(C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and

(D) conduct technical research to gather information necessary for decision making.

Source: The provisions of this §130.143 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.144. Extended Practicum in Busineuuoin 9.4(of)6.9(t).7(i)6.ndf t ofc.9(n 9(n)7.8)Tj 06(O)0in.