

ATTACHMENT II
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

§127.262 Marketing (One Credit), Adopted 2025.

- (a) General requirements. This course is recommended for students in grades 10-12. Recommended prerequisite: Principles of Business, Marketing and Finance. 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) The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
- (3) Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.
- (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 defines marketing and identifies the seven core functions. The student is expected to:
- (A) define marketing;
- (B) identify the seven core functions, including channel management, marketing-information management, marketing planning, pricing, product-service management, promotion, and selling; and
- (C) explain the marketing concept.
- (2) The student knows the interrelationship and purpose of the marketing mix or 4P's of marketing: product, price, promotion, and place. The student is expected to:
- (A) identify the four elements of the marketing mix, including product, price, place, and promotion;
- (B) explain how each component of the marketing mix contributes to successful marketing;
- (C) analyze the interdependence of each element of the marketing mix;
- (D) introduce an idea for a new product/service including the marketing mix; and
- (E) determine the feasibility of a new product/service proposal.

- (3) The student knows how a company considers internal and external factors to understand the current market. The student is expected to:
- (A) explain the internal and external influences of marketing planning;
 - (B) define a marketing plan;
 - (C) identify and explain market position and market share;
 - (D) explain how a business can use a SWOT (strengths, weaknesses, opportunities, threats) analysis to plan for opportunities in the market;
 - (E) conduct a SWOT analysis; and
 - (F) use a SWOT analysis to make informed business decisions.
- (4) The student applies the concepts of market and market identification. The student is expected to:
- (A) define the term market;
 - (B) identify the target market;
 - (C) identify examples of niche marketing;
 - (D) analyze an appropriate target market within a specific industry;
 - (E) compare and contrast types of markets including business to business (B2B) and business to consumer (B2C); and
 - (F) evaluate effective markets for various real-life scenarios.
- (5) The student knows and applies the concept of market segmentation. The student is expected to:
- (A) define the term market segmentation;
 - (B) explain the commonly used types of market segmentation, including demographic segmentation, geographic segmentation, psychographic segmentation, and behavioral segmentation;
 - (C) analyze the impact of culture on buying decisions; and
 - (D) apply market segmentation concepts to a real-world situation.
- (6) The student applies the concepts needed to gather and evaluate information for use in making business decisions. The student is expected to:
- (A) describe marketing information and how it influences marketing decisions;
 - (B) use marketing-research tools to gather primary and secondary data;
 - (C) compare primary and secondary research;
 - (D) define analytics;
 - (E) identify sources of data and information that can be analyzed in a business;
 - (F) identify key metrics; and
 - (G) analyze data and make recommendations.
- (7) The student explains concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:
- (A) investigate how businesses make pricing decisions;
 - (B) identify goals for pricing, including profit, market share, and competition;
 - (C) analyze factors affecting price, including supply and demand, perceived value, costs, expenses (profit margin), and competition;
 - (D) explain the economic principle of break-even point;

- (E) explain key pricing terms, including odd/even pricing, loss leaders, prestige pricing, penetration pricing, price bundling, price lining, and everyday low pricing; and
 - (F) explain the role of supply and demand on price.
- (8) The student explains the role of product/service management as a marketing function. The student is expected to:
- (A) explain the concept of product mix including product lines, product width and product depth;
 - (B) explain the importance of generating new product ideas;
 - (C) analyze the product mix for a current business;
 - (D) identify and discuss the components of the product life cycle, including introduction, growth, maturity, and decline; and
 - (E) identify marketing decisions that should be best made in each stage of the product life cycle.
- (9) The student knows the process and methods to communicate information about products to achieve a desired outcome. The student is expected to:
- (A) explain the role of promotion as a marketing function;
 - (B) identify elements of the promotional mix, including advertising, public relations, personal selling, and sales promotion;
 - (C) communicate features and benefits of a product to a potential client; and
 - (D) analyze websites for effectiveness in achieving a desired outcome.
- (10) The student identifies promotional channels used to communicate with the targeted audiences. The student is expected to:
- (A) create examples of advertising for various media used to communicate with target audiences, including print media such as outdoor, newspapers, magazines, and direct mail; digital media such as e-mail, apps, and social media; and broadcast media such as television and radio;
 - (B) describe various public-relations activities such as a press release and publicity management;
 - (C) evaluate examples of sales promotions such as coupons, loyalty programs, rebates, samples, premiums, sponsorship, and product placement; and
 - (D) explain the role of marketing ethics in relationship to promotional strategies.
- (11) The student explains the role of channel members and methods of product transportation. The student is expected to:
- (A) define channel of distribution;
 - (B) justify the roles of intermediaries, including manufacturer, agent, wholesaler/industrial distributor, retailer, and consumer/industrial user;
 - (C) identify the methods of transportation for products, including road, air, maritime, rail, and intermodal; and
 - (D) analyze the impact of the distribution channel on price.
- (12) The student demonstrates how to determine client needs and wants and responds through planned and personalized communication. The student is expected to:
- (A) explain the role of personal selling as a marketing function;
 - (B) explain the role of customer service as a component of selling relationships;

- (C) explain the importance of preparing for the sale, including gaining knowledge of product features and benefits, identifying the target market and their needs, and overcoming common objections; and
- (D) identify and explain ways to determine needs of customers and their buying behaviors, including emotional, rational, or patronage.
- (13) The student demonstrates effective sales techniques. The student is expected to:
 - (A) examine the steps of the selling process, such as approach the customer, determine needs, present the product, overcome objections, close the sale, and suggestive selling;
 - (B) explain effective strategies and techniques for various sales situations; and
 - (C) pitch a sales presentation for a product or service using the steps of the sales process, such as addressing customers' needs, wants and objections, and negotiating the sale.
- (14) The student implements a marketing plan. The student is expected to:
 - (A) identify a key target audience;
 - (B) determine an appropriate message and medium to attract customers;
 - (C) create a promotional plan that includes the following components: target market, promotional objective, advertising media selection, promotional schedule, and budget;
 - (D) present a marketing plan to an audience; and
 - (E) analyze various marketing plans for effectiveness.
- (15) The student knows the nature and scope of project management. The student is expected to:
 - (A) explore the various tools available to manage a project such as a Gantt Chart; and
 - (B) define the components of a project plan, including project goals schedule, timeline, budget, human resources, quality management, risk management, monitoring, and controlling a project.
- (16) The student knows the nature and scope of ethics in marketing. The student is expected to:
 - (A) analyze the role and use of ethics in marketing;
 - (B) research how ethics has affected a company's profitability; and
 - (C) apply marketing ethics to the decision-making process.

§127.263 Retail Management (One Credit), Adopted 2025.

- (a) General requirements. This course is recommended for students in Grades 10- 12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for the 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 professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Retail Management is designed as a comprehensive introduction to the principles and practices of retail management. The course explores the process of promoting greater sales and customer satisfaction by gaining a better understanding of the consumers of the goods and services provided by a company. The course provides an overview of the strategies involved in the retail process, such as distributing finished products created by the business to consumers and determining what buyers want and require from the retail market.

- (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 uses self-development techniques and interpersonal skills to accomplish retail management objectives. The student is expected to:
 - (A) demonstrate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;
 - (B) develop leadership and career development activities; and
 - (C) develop employability skills needed to be successful in the retail marketing industry.
- (2) The student applies and evaluates the features of excellent customer service. The student is expected to:
 - (A) apply effective communication skills such as active listening, evaluating nonverbal signals, use of appropriate grammar, vocabulary, and tone;
 - (B) effectively communicate verbally and in writing, including e-mail, traditional letter writing, phone conversation, and face-to-face;
 - (C) discuss how company policy impacts a consumer's interaction with the retail establishment; and
 - (D) evaluate how one's attitude impacts a consumer's experience with the retailer.
- (3) The student creates professional documents required for employment. The student is expected to:
 - (A) develop a résumé;
 - (B) write appropriate business correspondence such as a letter of intent and a thank you letter;
 - (C) Complete sample job applications; and
 - (D) explain protocol for use of references.
- (4) The student analyzes non-store retailing modalities including direct selling, telemarketing, online retailing, automatic vending, direct marketing, and e-tailing. The student is expected to:
 - (A) evaluate the effectiveness of marketing and selling through online platforms such as mobile apps and through the use of software applications and the effectiveness of the mobile app and software application;
 - (B) analyze the disadvantages of non-store retailing such as security concerns, inability to interact with the customer, delay in receiving the product, returning unwanted items, and the lack of social interaction with retailers; and
 - (C) analyze the advantages of non-store retailing such as unlimited access to view the inventory, the ability to purchase 24 hours per day/7 days a week, lower overhead cost, and a larger inventory of items than is housed in a brick-and-mortar facility.
- (5) The student analyzes marketing research to make changes to business strategies or operations. The student is expected to:
 - (A) analyze data collected through surveys, interviews, group discussions, and analysis of internal records to create data reports;
 - (B) evaluate actionable research used to improve a retailer's practices to improve overall operations;

- (C) analyze and evaluate the use of surveys to gather effective data needed by the retailer to make effective operational decisions;
 - (D) analyze and disaggregate internal data such as sales data, shipping data, finance reports, inventory reports, customer and personnel feedback collected by the retailer to make effective operational decisions;
 - (E) analyze and disaggregate marketing data based on indicators such as age, gender, education, employment, income, family status, and ethnicity to identify and evaluate products based on the retailers' target market;
 - (F) identify and analyze how the product, price, promotion, and placement of the product impacts the retail market; and
 - (G) evaluate data to determine what sector of the market to target such as the mass market, a target market, or market segmentation.
- (6) The student demonstrates an understanding of the role and responsibilities of a buyer in retail management and can analyze the target market to evaluate consumer needs and wants based on data. The student is expected to:
- (A) define and describe various merchandising categories such as staple, fashion, seasonal, convenience;
 - (B) evaluate merchandise plans and their components including planned sales, planned stock, planned stocked reductions, and planned retail purchases;
 - (C) analyze each stage of a product's life cycle including introduction, growth, maturity, and decline and how this relates to the target market; and
 - (D) develop a budget based on financial goals.
- (7) The student applies inventory management strategies to effectively create and manage reliable tracking systems to schedule purchases, calculate turnover rate, and plan merchandise and marketing decisions. The student is expected to:
- (A) evaluates the process of purchasing inventory and executing a purchase order, transporting orders, and receiving orders;
 - (B) evaluates inventory management practices and the process of ordering merchandise, receiving it into stock, and allocating funds for the vendor;
 - (C) differentiate between perpetual and periodic inventory tracking methods and describe how point of sale software, universal product codes (UPCs), radio frequency identification (RFID), stock shrinkage, and loss prevention impact a retailer's inventory management; and
 - (D) analyze how stock turnover rates impact inventory.
- (8) The student evaluates retailer pricing strategies based on factors such as competition, the economy, and supply and demand to maximize sales and profit. The student is expected to:
- (A) evaluate how uncontrollable factors such as competition, the economy, and supply and demand impact pricing;
 - (B) evaluate how controllable factors such as company goals, operating expenses, and product life cycles impact pricing;
 - (C) describe and evaluate how demand-based pricing, competition-based pricing, and cost-based pricing determine the base price for a product;
 - (D) identify how market share impacts pricing of products; and
 - (E) create price points using Keystone pricing, industry benchmarks, and industry surveys.

- (9) The student evaluates effective promotional activities retail managers use to inform, persuade, and remind customers of products that will meet consumer needs through the use of advertising, sales promotion, public relations, and personal selling. The student is expected to:
- (A) apply the six elements of effective communication including sender, message, channel, receiver, translation, and feedback;
 - (B) demonstrate an understanding of effective written, verbal, and nonverbal communication;
 - (C) evaluate effective promotional communication techniques used to inform or motivate consumers to invest in products or services;
 - (D) evaluate advertising, public relations, personal selling, and sales promotion techniques; and
 - (E) evaluate and employ technology applications to promote items using online advertising, web presence, social media, email campaigns, and other modes of electronic promotional modes.
- (10) The student analyzes and applies personal selling elements needed in retail management to determine how to generate sales. The student is expected to:
- (A) apply sales generating techniques including prospecting, solution development, buyer qualification, opportunity qualification and control, negotiation, and account management and follow-up;
 - (B) describe how ethical behaviors on the part of the sales associate impacts the retail market;
 - (C) apply selling techniques such as.... needed in the retail market;
 - (D) evaluate best practices of product training for sales associates;
 - (E) assess how determining the needs, presenting the product, handling objections, closing the sale, and following up with customers increases sales for the retailer; and
 - (F) determine what types of questions a sales associate should ask a consumer.
- (11) The student evaluates and applies visual merchandising. The student is expected to:
- (A) evaluate how a retailer's storefront, store layout, store interior, centralized visual merchandising, and interior displays impact sales and a consumer's experience with the business; and
 - (B) apply the proper use of design elements such as mannequins, props, lighting, color, signage, and graphics.
- (12) The student demonstrates an understanding of the role of the retail manager for recruiting, hiring, training, supervising, and terminating employees as well as maintaining the everyday operation of a business to ensure that it functions efficiently and meets established goals. The student is expected to:
- (A) evaluate methods of recruiting externally;
 - (B) explain the proper methods of recruiting internally;
 - (C) consider how to develop a diverse pool of talent for employment consideration;
 - (D) explain the application of Equal Employment Opportunity Commission guidelines on the recruitment process;
 - (E) explain why employees often need additional training such as learning new skills and technologies and complying with new laws and regulations;
 - (F) construct an employee appraisal program;
 - (G) explain who should evaluate employees, including supervisors and managers, peers, customers or clients, and subordinates; and

- (H) identify leadership and career development activities such as involvement with appropriate student and local management associations.
- (13) The student demonstrates an understanding of the importance of effective teams and analyzes how effective leaders implement group development strategies. The student is expected to:
- (A) understand the process of forming, storming, norming, performing, and adjourning;
 - (B) discuss effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates;
 - (C) evaluate personal integrity and its effects on relationships in the workplace;
 - (D) evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
 - (E) evaluate the importance of diversity in the workplace;
 - (F) analyze employer expectations; and
 - (G) exhibit productive work habits and attitudes.
- (14) The student analyzes and evaluates the practice of risk management including identifying, assessing, and reducing the risk through proper planning. The student is expected to:
- (A) differentiate between natural, human, market, economic and market risks;
 - (B) differentiate between controllable and uncontrollable risks;
 - (C) evaluate strategies to minimize risks by identifying, assessing, and reducing risks; and
 - (D) analyze how financial losses from human, physical, and natural type risk factors can be minimized through the use of insurance.