

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) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) 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.
- (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 careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
 - (3) The Marketing course explores the seven core functions of marketing, which include marketing planning -- why target marketing 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 through hands-on projects that may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product or service.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 defines marketing and identifies the seven core functions of marketing. The student is expected to:
 - (A) define marketing and explain the marketing concept; and
 - (B) identify the seven core functions of marketing, including marketing planning, marketing-information management, pricing, product/service management, promotion, channel management, and selling.
 - (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 and describe 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 with the other three elements;
 - (D) develop and present an idea for a new product or service and the marketing mix for the new product or service; and
 - (E) investigate and explain how to determine the feasibility of a new product or 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 factors that influence marketing planning;
 - (B) define a marketing plan and describe each step in the plan;
 - (C) identify and explain market position and market share;
 - (D) explain how a business can use a strengths, weaknesses, opportunities, and threats (SWOT) analysis to plan for opportunities in the market;
 - (E) conduct a SWOT analysis; and
 - (F) analyze the data from a SWOT analysis to make informed business decisions.
- (4) The student applies the concepts of market and market identification to make informed business decisions. The student is expected to:
 - (A) define the term market;
 - (B) identify the target market for a product or service;
 - (C) define niche marketing, identify examples of niche marketing, and compare niche marketing to other marketing strategies;
 - (D) analyze an appropriate target market within a specific industry;
 - (E) compare types of markets, including business to business and business to consumer; and
 - (F) identify real-life scenarios of effective markets and explain what makes a market effective.
- (5) The student understands 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) describe how market segmentation concepts apply to real-world situations.
- (6) The student understands the purpose and importance of gathering and evaluating 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 data;

- (D) define analytics;
 - (E) identify sources of data and information that can be analyzed to make business decisions;
 - (F) identify key business metrics that are used to make business decisions or evaluate outcomes of business decisions; and
 - (G) analyze data and make recommendations for improving business operations.
- (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 and describe how businesses make pricing decisions;
 - (B) identify and explain 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 how supply and demand affect price.
- (8) The student explains the role of product or 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 the impact of marketing decisions 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 and describe elements of the promotional mix, including advertising, public relations, personal selling, and sales promotion;
 - (C) describe and demonstrate effective ways to communicate features and benefits of a product to a potential client; and
 - (D) analyze and evaluate 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 advertising examples using various media, including print media such as outdoor, newspapers, magazines, and direct mail; digital media such as email, apps, and social media; and broadcast media such as television and radio, to communicate with target audiences;
 - (B) describe various public-relations activities such as a press releases and publicity management;
 - (C) analyze and compare 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 promotional strategies.
- (11) The student explores the role of channel members and methods of product transportation. The student is expected to:
 - (A) define channel of distribution;
 - (B) describe the roles of intermediaries, including manufacturer, agent, wholesaler/industrial distributor, retailer, and consumer/industrial user, and explain how the roles may impact business decisions and the success of a business;
 - (C) identify and discuss the methods of transportation for products, including road, air, maritime, rail, and intermodal; and
 - (D) analyze and explain 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) describe the steps of the selling process such as approaching the customer, determining needs, presenting the product, overcoming objections, closing the sale, and suggestive selling;
 - (B) explain effective strategies and techniques for various sales situations; and
 - (C) develop and 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) develop an appropriate message and select a medium to attract customers;
 - (C) create a promotional plan that includes target market, promotional objective, advertising media selection, promotional schedule, and budget;
 - (D) develop and 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) investigate and describe the various tools available to manage a project such as a Gantt chart; and
 - (B) define and explain 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 and explain the role and use of ethics in marketing;

- (B) research and discuss how ethics has affected a company's profitability; and
- (C) describe how marketing ethics can be effectively applied to the decision-making process.

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

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills, Adopted 2025) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: at least one credit in a course from the Business, Marketing, and Finance Career Cluster. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for the 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 professions.
 - (2) The Business, Marketing, and Finance 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 organizations that foster leadership and career development in the profession such as student chapters of related professional associations.
 - (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 uses self-development techniques and interpersonal skills to accomplish retail management objectives. The student is expected to:
 - (A) describe and demonstrate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;
 - (B) create a self-development plan that includes improving leadership and interpersonal skills and that identifies opportunities to participate in leadership and career development activities; and
 - (C) identify and describe employability skills needed to be successful in the retail marketing industry.
 - (2) The student explores features of excellent customer service. The student is expected to:
 - (A) discuss the importance of and demonstrate effective communication skills such as active listening, evaluating nonverbal signals, and use of appropriate grammar, vocabulary, and tone;

- (B) present written and oral communication, including email, traditional letter writing, face-to-face conversations, and phone conversation, in a clear, concise, and effective manner for a variety of purposes and audiences;
 - (C) discuss how company policy impacts an employee's interactions with consumers and a consumer's interactions with the retail establishment; and
 - (D) analyze how 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 professional portfolio or resume;
 - (B) write appropriate business correspondence such as a letter of intent and a thank you letter;
 - (C) complete sample job applications accurately and effectively; and
 - (D) explain protocol for identifying and asking for 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) investigate and evaluate the effectiveness of marketing and selling through online platforms such as mobile apps and software applications;
 - (B) analyze and explain the disadvantages of non-store retailing such as security concerns, inability to interact with the customer, delay in customer receipt of the product, less ease of return for unwanted items, and the lack of social interaction between customers and retailers; and
 - (C) analyze and explain the advantages of non-store retailing such as unlimited access for customers to view the inventory, the ability for customers 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) synthesize and analyze data collected through surveys, interviews, group discussions, and internal records to create data reports;
 - (B) explain how data reports are used to make decisions to improve a retailer's practices and improve overall operations;
 - (C) analyze and evaluate the effective use of surveys to gather data needed by the retailer to make effective operational decisions;
 - (D) disaggregate and analyze internal data such as sales data, shipping data, finance reports, inventory reports, and customer and personnel feedback collected by the retailer to make effective operational decisions;
 - (E) disaggregate and analyze 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; and
 - (F) identify and analyze how the product, price, promotion, and placement of the product impacts the retail market.
- (6) The student understands the role and responsibilities of a buyer in retail management and understands the purpose of analyzing the target market to interpret consumer needs and wants based on data. The student is expected to:

- (A) define and describe various merchandising categories such as staple, fashion, seasonal, and convenience;
 - (B) describe merchandise plans and their components, including planned sales, planned stock, planned stocked reductions, and planned retail purchases;
 - (C) analyze and discuss each stage of a product's life cycle, including introduction, growth, maturity, and decline, and explain how each stage 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) describe the process of purchasing inventory and executing a purchase order, transporting orders, and receiving orders;
 - (B) explain inventory management practices, including ordering, storing, producing, and selling merchandise;
 - (C) differentiate between perpetual and periodic inventory tracking methods and describe how point-of-sale software, universal product codes, radio frequency identification, stock shrinkage, and loss prevention impact a retailer's inventory management; and
 - (D) analyze and describe 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) analyze how uncontrollable factors such as competition, the economy, and supply and demand impact pricing;
 - (B) explain how controllable factors such as company goals, operating expenses, and product life cycles impact pricing;
 - (C) differentiate between demand-based pricing, competition-based pricing, and cost-based pricing and explain how each pricing method is used to determine the base price for a product;
 - (D) identify and describe how market share impacts pricing of products; and
 - (E) create price points using keystone pricing, industry benchmarks, and industry surveys.
- (9) The student explores effective promotional activities, including advertising, sales promotion, public relations, and personal selling, that retail managers use to inform, persuade, and remind customers of products that will meet consumer needs. The student is expected to:
- (A) explain the six elements of effective communication, including source, message, channel, environment, context, and feedback;
 - (B) demonstrate effective written, verbal, and nonverbal communication;
 - (C) analyze and evaluate promotional communication techniques used to inform or motivate consumers to invest in products or services;
 - (D) differentiate between techniques used for advertising, public relations, personal selling, and sales promotion; and
 - (E) investigate and evaluate technology applications that promote items using online advertising, web presence, social media, email campaigns, and other modes of electronic promotions.
- (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) explain 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 of a sales associate impacts the retail market;
 - (C) demonstrate effective selling techniques needed in the retail market;
 - (D) analyze and describe best practices in product training for sales associates;
 - (E) explain how determining the needs, presenting the product, handling objections, closing the sale, and following up with customers increases sales for the retailer; and
 - (F) identify effective questions and questioning techniques sales associates use with consumers to gain a competitive advantage or increase sales and discuss the importance of strategically selecting questions and techniques based on the product or service and target market.
- (11) The student explores how to effectively use visual merchandising. The student is expected to:
- (A) analyze and describe 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) develop a visual merchandising plan using proper design elements such as mannequins, props, lighting, color, signage, and graphics.
- (12) The student understands 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) identify and describe effective methods of recruiting employees externally;
 - (B) explain effective methods of recruiting employees internally;
 - (C) describe how to recruit a diverse pool of talent for employment consideration;
 - (D) explain the importance of the Equal Employment Opportunity Commission guidelines on the recruitment process;
 - (E) explain the benefits of training employees to learn new skills and technologies and comply with new laws and regulations;
 - (F) develop an employee appraisal program;
 - (G) explain an effective employee performance evaluation system and the importance of including supervisors and managers, peers, customers or clients, and subordinates in the process; and
 - (H) identify leadership and career development activities such as involvement with appropriate student and local management associations and create a personal development plan that includes participation in leadership and career development activities.
- (13) The student understands the importance of effective teams and how effective leaders implement group development strategies. The student is expected to:
- (A) explain the process of forming, storming, norming, performing, and adjourning;
 - (B) analyze and discuss effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates;
 - (C) investigate and analyze personal integrity and its effects on relationships in the workplace;

- (D) describe characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
 - (E) discuss the importance of showing respect to all people and explain how showing respect to all people impacts the success of a business;
 - (F) identify employer expectations and discuss how meeting employer expectations impacts the success of a business; and
 - (G) explain and demonstrate productive work habits and attitudes.
- (14) The student explores the practice of risk management, including identifying, assessing, and reducing 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) investigate and explain effective strategies for identifying, assessing, and reducing risks; and
 - (D) analyze how financial losses from human, physical, and natural risk factors can be minimized through the use of insurance.