

Text of Proposed New 19 TAC

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

Subchapter N. Marketing

§130.387. Practicum in Marketing I (Two to Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended Prerequisite: Principles of Business, Marketing, and Finance.
 - (1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skill related to the Marketing Career Cluster.
 - (2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Marketing Career Cluster.
- (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 Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) Practicum in Marketing I is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.
 - (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 as required by business and industry. The student is expected to:
 - (A) communicate effectively with others using speaking, listening, and writing 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) demonstrate integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations;

- (F) demonstrate time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities in ways that use time wisely and optimize efficiency and results; and
- (G) demonstrate leadership skills by participating in activities such as career and technical education student organizations.
- (2) The student knows the nature of business and shows its contribution to society. The student is expected to:
 - (A) distinguish ways that businesses contribute to society;
 - (B) explain the importance of social responsibility;
 - (C) describe types of business activities;
 - (D) explain the organizational design of businesses;
 - (E) discuss the global environment in which businesses operate; and
 - (F) depict factors that affect the business environment and how businesses can respond.
- (3) The student demonstrates the importance of marketing and the functions of marketing. The student is expected to:
 - (A) explain the marketing concept; and
 - (B) describe each marketing function and how it relates to the marketing concept.
- (4) The student analyzes the marketing mix, which involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:
 - (A) explain how each component of the marketing mix contributes to successful marketing; and
 - (B) illustrate the importance of marketing strategies in the marketing mix.
- (5) The student knows the concepts and strategies used to determine target markets and market identification. The student is expected to:
 - (A) explain the importance of target markets;
 - (B) compare and contrast advantages and disadvantages of market segmentation and mass marketing;
 - (C) distinguish among geographic, demographic, psychographic, and behavioral segmentation; and
 - (D) explain the nature of marketing planning.
- (6) The student applies mathematical concepts in marketing. The student is expected to:
 - (A) execute calculations involving money, time, space, materials, and data;
 - (B) interpret charts and graphs to make informed marketing decisions;
 - (C) use formulas and equations to determine price, profit, costs, and break-even point;
 - (D) perform mathematical operations;
 - (E) predict reasonable estimations;
 - (F) create mathematical models from real-life situations; and
 - (G) determine rate of change mathematically.
- (7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:

- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;
 - (B) develop short- and long-term personal goals;
 - (C) identify and use time-management principles; and
 - (D) participate in leadership and career development activities.
- (8) The student applies information technology as an effective marketing tool. The student is expected to:
- (A) identify social media trends in marketing;
 - (B) identify ways that technology impacts business;
 - (C) apply web-search skills;
 - (D) demonstrate word-processing skills;
 - (E) use database applications; and
 - (F) execute spreadsheet applications.
- (9) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:
- (A) develop a working portfolio containing components such as resume, cover letter, thank you letter, references, letter of recommendation, and work samples;
 - (B) analyze personal social media accounts for potential employability; and
 - (C) demonstrate interview skills.
- (10) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:
- (A) discuss trends affecting marketing; and
 - (B) research emerging technologies in marketing.
- (11) The student knows the impact and value of diversity. The student is expected to:
- (A) explain how diversity affects marketing; and
 - (B) probe the impact of multiculturalism and multigenerationalism on marketing activities.
- (12) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:
- (A) discuss characteristics of economic goods and services;
 - (B) identify economic needs and wants;
 - (C) explain the concept of utility and cite examples of types of utility;
 - (D) describe the function of prices in markets; and
 - (E) clarify how the interaction of supply and demand affects price.
- (13) The student knows that a nation's economic system is determined by what is produced, how it is produced, and how it is distributed. The student is expected to:
- (A) compare and contrast how economies answer basic economic questions;
 - (B) explain why most economies are mixed; and
 - (C) determine the relationship between government and business.

- (14) The student knows that private enterprise is based on independent decisions by businesses and limited government involvement. The student is expected to:
- (A) determine characteristics of a private enterprise system;
 - (B) explain the advantages and disadvantages of private enterprise; and
 - (C) identify examples of competitive business situations such as price or nonprice competition.
- (15) The student knows that economic factors such as gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies. The student is expected to:
- (A) identify economic measurements used to analyze an economy;
 - (B) research how economic measures are used in a market economy;
 - (C) describe the concept of price stability as an economic measure;
 - (D) interpret the measure of consumer spending as an economic indicator;
 - (E) examine the impact of a nation's unemployment rates; and
 - (F) describe the economic impact of inflation on business.
- (16) The student knows that changes in the economy include prosperity, recession, depression, and recovery and are collectively referred to as the business cycle. The student is expected to:
- (A) explain the concept of business cycles; and
 - (B) describe the impact that phases of a business cycle have on the economy.
- (17) The student knows that distribution systems facilitate the movement of products. The student is expected to:
- (A) understand channels of distribution;
 - (B) identify physical distribution activities; and
 - (C) examine costs associated with distribution.
- (18) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:
- (A) illustrate types of financial services; and
 - (B) explain the purpose of a credit contract.
- (19) The student knows the concept of pricing and strategies used in determining and adjusting price. The student is expected to:
- (A) state goals of pricing;
 - (B) identify factors affecting pricing;
 - (C) explain how pricing affects product, place, and promotion decisions;
 - (D) compare and contrast pricing policies;
 - (E) calculate a product's price;
 - (F) describe the role of business ethics in pricing; and
 - (G) analyze legal considerations for pricing.
- (20) The student understands the promotional concepts and strategies needed to communicate information about products, services, images, and ideas to achieve a desired outcome. The student is expected to:

- (A) explain the communication processes as used in promotional activities;
 - (B) evaluate types of promotion;
 - (C) understand the concept of promotional mix;
 - (D) define the role of promotion as a marketing function;
 - (E) describe the use of business ethics in promotion;
 - (F) explore the regulation of promotion;
 - (G) explain the nature of direct marketing channels;
 - (H) model communication channels used in sales promotion; and
 - (I) describe communication channels used in public relations activities.
- (21) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:
- (A) illustrate types of advertising media;
 - (B) differentiate between product and institutional advertising; and
 - (C) identify and evaluate elements of an advertisement.
- (22) The student knows that business risk is the possibility of loss or failure. The student is expected to:
- (A) categorize business risks; and
 - (B) interpret how various types of risks impact business activities.
- (23) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:
- (A) evaluate security precautions; and
 - (B) demonstrate knowledge of safety precautions in the workplace.
- (24) The student knows what influences customers before they make a purchase. The student is expected to:
- (A) differentiate among a feature and a benefit;
 - (B) compare and contrast between consumer and organizational buying behavior;
 - (C) determine customer needs and wants;
 - (D) classify buying motives; and
 - (E) analyze how customers and organizations apply the decision-making process.
- (25) The student knows how marketers use the selling process. The student is expected to:
- (A) locate product information; and
 - (B) illustrate the sale process.
- (26) The student understands the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image. The student is expected to:
- (A) explain the nature of positive customer relations;
 - (B) describe a customer service mindset;
 - (C) explain the management role in customer relations;
 - (D) identify a company brand promise;
 - (E) explore ways of reinforcing company image through employee performance; and

- (F) describe the use of technology in customer relationship management.
- (27) The student understands a business's responsibility to know and abide by workplace laws, trade regulations, and ethical behavior that affect business operations. The student is expected to:
 - (A) apply ethics to demonstrate trustworthiness;
 - (B) explain the nature of business ethics;
 - (C) describe legal issues affecting businesses;
 - (D) defend the nature of human resources regulations;
 - (E) explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act;
 - (F) discuss employment relationships;
 - (G) illustrate the nature of trade regulations; and
 - (H) describe the impact of antitrust legislation.
- (28) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:
 - (A) evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities;
 - (B) identify personal and long-term workplace consequences of unethical or illegal behaviors;
 - (C) investigate the most appropriate response to workplace situations based on legal and ethical considerations; and
 - (D) demonstrate responsible behavior, honesty, integrity, and ethical work habits.
- (29) The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:
 - (A) identify training, education, and certification requirements for occupational choice; and
 - (B) participate in career-related training or degree programs.
- (30) The student knows the elements and processes of product planning. The student is expected to:
 - (A) explain the nature and scope of product planning;
 - (B) relate product-mix strategies to meet customer expectations; and
 - (C) define the product life cycle.