Text of Proposed New 19 TAC

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

Subchapter N. Marketing

§130.389. Advanced Marketing (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: one credit from the courses in the Marketing Career Cluster. Recommended prerequisite: Practicum in Marketing. Students shall be awarded two credits 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 Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.

(3) In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service 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 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 student organizations.

(2) The student develops a project on a topic related to the field of marketing and uses in-depth research to present findings. The student is expected to:

(A) identify a topic to investigate or research;

(B) consult with an expert to investigate and discover possible solutions to an issue; and

(C) present findings to an audience that includes experts in the field.

(3) The student knows the concepts of market and market identification. The student is expected to:

(A) perform a market analysis;

(B) conduct a strengths, weaknesses, opportunities, and threats (SWOT) analysis for use in the marketing planning process; and

(C) create a marketing plan.

(4) The student understands the roles of management. The student is expected to:

(A) differentiate among levels of management;

(B) compare and contrast management styles;

(C) identify effective recruitment, selection, training and development, and performance evaluation techniques;

(D) demonstrate an understanding of the process used to train and monitor employees to ensure compliance with laws, regulations, and self-regulatory measures;

(E) model techniques to use in difficult customer relations situations; and

(F) analyze factors involved in facilities design, maintenance, and improvement.

(5) The student identifies the need for professional and career development. The student is expected to:

(A) identify types of media available such as LinkedIn and industry-specific publications; and

(B) explain the role of professional organizations and networking.

(6) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:

(A) communicate effectively in a business management setting; and

(B) understand appropriate protocol in a business meeting.

(7) 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.

(8) The student knows the impact and value of diversity. The student is expected to:

(A) portray how cultural diversity affects marketing; and

(B) discover legal responsibilities regarding diversity.

(9) The student identifies international economic factors that affect marketing planning. The student is expected to:

(A) identify strategies for entering international markets;

(B) illustrate cultural, economic, and political factors to consider when engaging in international trade;

(C) distinguish between imports and exports;

(D) explain the interdependence of nations;

(E) analyze advantages and disadvantages of international trade;

(F) determine the impact of global trade on business decision making;

(G) describe the determinants of exchange rates and their effects on the domestic economy;

(H) discuss the impact of cultural and social environments on global trade; and

(I) interpret labor issues associated with global trade.

(10) The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:

(A) express the importance of marketing research;

(B) describe areas of marketing research such as advertising, product, market, and sales;

(C) explain the purpose of test marketing;

(D) identify trends affecting marketing research; and

(E) communicate benefits and limitations of marketing research.

(11) The student knows the components of the marketing research process in order to analyze demand, forecast sales, and make other decisions. The student is expected to:

(A) state the marketing research process;

(B) identify methods of collecting data;

(C) describe ways technology is used in research;

(D) design and implement a study;

(E) analyze and interpret data collected;

(F) develop a research report; and

(G) make recommendations based on the research report.

(12) The student knows the importance of branding and extended product features. The student is expected to:

(A) define branding elements;

(B) distinguish between warranties and guarantees; and

(C) design a product package, brand, and label.

(13) The student analyzes the laws and regulations that affect products. The student is expected to:

(A) differentiate among laws, regulations, and self-regulatory measures for products; and

(B) clarify how business is affected by government regulation of consumer protection.

(14) The student knows that public relations and publicity can be used to promote a business or organization. The student is expected to:

(A) prepare publicity materials;

(B) distinguish among activities that would encourage positive public relations; and

(C) analyze potential impact of publicity and offer possible strategies for dealing with the impact.

(15) The student knows that the purchasing process occurs in a continuous cycle. The student is expected to:

(A) explain the process of identifying needs;

(B) describe the process of selecting suppliers and sources;

(C) explain the negotiation process;

(D) explain how goods and services are ordered; and

(E) distinguish strategies used in evaluating purchases.

(16) The student knows that a buying plan identifies products to be offered for sale for a particular period of time. The student is expected to:

(A) describe and calculate merchandising-related discounts;

(B) interpret vendor terms and policies; and

(C) calculate the final cost of a product.

(17) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:

(A) identify employee management actions and attitudes that result in customer satisfaction;

(B) describe how customer service and follow-up are major factors for success in marketing; and

(C) demonstrate effective communication with customers to foster positive relationships that enhance company image.

(18) The student demonstrates the management of selling activities. The student is expected to:

(A) explain sales and financial quotas;

(B) identify types of information contained in sales records; and

(C) exhibit proper procedures for maintaining sales records.

(19) The student prepares for employment in a particular career field. The student is expected to:

(A) identify training, education, and certification requirements for occupational choice; and

(B) research career-related training or degree programs.

(20) The student demonstrates mathematics knowledge and skills required to pursue the full-range of postsecondary education and career opportunities. The student is expected to:

(A) demonstrate use of relational expressions such as equal to, not equal to, greater than, and less than;

(B) apply data and measurements to solve a problem;

(C) analyze mathematical problem statements for missing or irrelevant data;

(D) construct charts, tables, and graphs from functions and data; and

(E) analyze data when interpreting operational documents.

(21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:

(A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies;

(B) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities;

(C) identify and explain personal and long-term consequences of unethical or illegal behaviors; and

(D) identify the most appropriate response to workplace situations based on legal and ethical considerations.

(22) The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:

(A) specify how teams function;

(B) use teamwork to solve problems;

(C) differentiate between the roles of team leaders and team members;

(D) analyze characteristics of good leaders;

(E) identify employers' expectations and appropriate work habits;

(F) define discrimination, harassment, and inequality;

(G) demonstrate time-management techniques to develop and maintain schedules and meet deadlines;

(H) illustrate how teams measure their results; and

(I) demonstrate methods to recognize and reward team performance.