

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Career and Technical Education (CTE)—Marketing

Prepared by the State Board of Education TEKS Review Committees

First Draft, August 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Marketing Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§130.344. Entrepreneurship (One-Half to One Credit).		
	TEKS with edits	Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12 <u>Grades 10-12</u> . Recommended <u>Required</u> -prerequisite: Principles of Business, Marketing, and Finance.	Students will be required to take Principles of Business, Marketing, and Finance, as the core concepts have been omitted from the course. Recommendations were made to increase rigor of the course and provide students with the application of writing a business plan.
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	<u>In this course,</u> students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:</u>	
(A)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(1) (2)	The student demonstrates an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	
(A)	clarify the terms entrepreneurship and entrepreneur;	
(B)	define small business; <u>and</u>	

(C)	illustrate why someone may want to be an entrepreneur; <u>analyze the advantages and disadvantages of entrepreneurship;</u>	Provide clarity in wording
(D)	explain how integrity and ethical behavior apply to a small business; and	In TEKS #19
(E)	depict franchising and research franchise opportunities online.	Moved to TEKS #2 – See 2A justification
(2) (3)	The student visits local <u>small businesses</u> franchises and obtains franchise information such as pamphlets and brochures to investigate business opportunities. The student is expected to:	Broaden statement to include small business to afford students an opportunity to gain knowledge about all small businesses.
(A)	obtain advertisements of franchises in local newspapers and other periodicals; <u>identify and analyze the four functions of the small business; and</u>	Eliminated franchising as a means to broaden the scope. Changed wording to small businesses which includes franchising.
(B)	analyze the advantages and disadvantages of franchising;	See 2A justification
(C)	research the Federal Trade Commission requirements of a Uniform Franchise Offering Circular;	See 2A justification
(D)	investigate state requirements for disclosure statements prior to purchasing a franchise; and	See 2A justification
(E) (B)	explore <u>evaluate</u> the issues involved with <u>starting</u> , taking over, <u>or expanding</u> an existing <u>family small business</u> or expanding an existing family business to create additional entrepreneurial opportunities.	Provides a broad approach to understanding all types of small businesses including franchises, home-based, etc.
(3) (4)	The student identifies the importance of a well-written business plan. The student is expected to:	
(A)	categorize a business plan and <u>identify</u> the need <u>for and the characteristics of</u> for a well-orchestrated business plan;	Provide clarity in wording
(B)	research business plan outlines, resources, and templates; <u>and</u> using web search engines;	Deletion recommended: broaden statement to provide opportunities for students to use resources other than web search engines
(C)	explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;	Moved to TEKS #14
(D)	identify a legal plan, including the appropriate form for legal organization, including sole proprietorship, partnership, corporation, and S-corporation;	Moved to TEKS #4A
(E)	describe a leadership team;	Moved to TEKS #5B
(F)	develop a financial plan;	Moved to TEKS #6A
(G)	explain the idea of a harvest plan, including selling the business, going public, releasing cash flow, using private equity, and liquidating the business; and	Moved to TEKS #26B
(H) (C)	create and present a well-orchestrated business plan and critically explain the contents.	

(4) (5)	The student explains and demonstrates how to meet the needs of the customer ; <u>explains the goal of a business and its unique proposition.</u> The student is expected to:	Aligned TEKS to SBA.gov model for writing a business plan
(A)	portray how to build customer relationships; <u>describe the nature of your business and list the marketplace needs that you are trying to satisfy;</u>	Moved to TEKS #14C
(B)	explain product management; <u>explain how your products and services meet these needs;</u>	Moved to TEKS #27A
(C)	describe supply chain management; <u>list the specific consumers, organizations or businesses that your company targets or will target;</u>	Moved to TEKS #27B
(D)	demonstrate how to calculate prices, markups, and discounts; <u>explain the competitive advantages that you believe will make your business a success; and</u>	Moved to TEKS #13C
(E)	depict how to determine consumer credit decisions; <u>create a well-orchestrated company description</u>	Deletion recommended: Extends scope of course
(F)	illustrate how to promote the product or service to the consumer;	Moved to TEKS #14B
(G)	create a location plan, including inside and outside sales and service, buying or building a location, renting or leasing a location, home-based business, and online or virtual business location; and	Moved to TEKS #4E
(H)	research the financial plan, including financial requirements and sources of financing.	Moved to TEKS #26A
(5) (6)	The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	
(A)	explain the role of professional management in the growing organization;	Deletion recommended: knowledge should be acquired in Principles course
(B)	expound on the role of effective human resources management in the growing business, including recruitment, selection, training, development, compensation, labor relations, employee rights, sexual harassment, and discrimination;	Deletion recommended: knowledge should be acquired in Principles course
(C) (A)	describe the role of operations and organization in the growing business; and	
(D)	defend the need to manage risk in the growing business, including insurance and legal advice and consultation.	Deletion recommended: knowledge should be acquired in Principles course
(B)	<u>create an organizational chart that defines the structure of your company;</u>	
(6)	The student identifies financial and accounting terms and forms. The student is expected to:	Deletion recommended: knowledge should be acquired in Principles course. TEKS #7 provides application of concept.
(A)	clarify and define accounting functions and terms, including:	
(i)	assets and types of assets, including cash, accounts receivable, fixed, liquid, illiquid, and inventory;	

(ii)	liabilities and types of liabilities;	
(iii)	accounts payable;	
(iv)	long and short term debt;	
(v)	owners' equity or net worth;	
(vi)	balance sheet and balance sheet equation ($A = L + OE$);	
(vii)	profit and loss statement;	
(viii)	revenues and types of revenues;	
(ix)	expenses and types of expenses;	
(x)	alternative accounting options;	
(xi)	internal accounting controls;	
(xii)	budgeting; and	
(xiii)	cash flow;	
(B)	use common accounting forms to demonstrate an understanding of their functions and results;	
(C)	identify how to evaluate and measure financial performance such as return on investment, return on assets, and return on equity and debt ratios; and	
(D)	participate in leadership and career development activities.	Duplicated in TEKS #8
(7)	<u>The student knows that entrepreneurs use investment and financial resources to achieve business goals and objectives. The student is expected to:</u>	Aligned TEKS to SBA.gov model for a business plan
(A)	<u>determine the financial plan, including financial requirements and sources of financing;</u>	
(B)	<u>explain the idea of a growth strategy, including horizontal and vertical growth strategies; and,</u>	
(C)	explain the idea of an <u>exit strategy</u> a harvest plan , including selling the business, going public, releasing cash flow, using private equity , and liquidating the business; and	Updated verbiage
(6) (8)	The student is expected to demonstrate and explain financial and accounting terms and forms. The student is expected to:	
(A)	explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand;	
(B)	identify liabilities and types of liabilities such as accounts payable, long-term debt, and short-term debt;	
(C)	calculate owners' equity or net worth;	

(D)	<u>evaluate</u> create a balance sheet understanding the balance sheet equation ($A = L + OE$);	
(E)	analyze profit and loss statement;	
(F)	evaluate revenues and types of revenues;	
(G)	determine expenses and types of expenses;	
(H)	analyze alternative accounting and internal accounting controls;	
(I)	discuss the importance of budgeting and cash flow;	
(J)	use common accounting forms to demonstrate an understanding of their functions and results;	
(K)	explain how to evaluate and measure financial performance and analyze cost and profit relationships to guide business decision making, including return on investment, return on assets, return on equity, and debt ratios;	
(L)	analyze impact of specialization and division of labor on productivity;	
(M)	explain the impact of the law of diminishing of returns; and	
(N)	describe the concept of economies of scale. <u>create projected financial statements</u>	Deletion recommended: knowledge should be acquired in Principles course
(9)	The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	Replace by TEK #1
(A)	participate in leadership and career development.	
(9)	The student knows that offering consumer credit encourages the sale of goods, services, and ideas. The student is expected to: <u>The student knows the effects of credit on price and profit. The student is expected to:</u>	Revision recommended: Combined TEK #9 & #12
(A)	identify types of consumer credit;	
(B)	recommend types of consumer credit a business might offer; and	
<u>(C)</u>	<u>explain risks and benefits to entrepreneurs when accepting and extending credit; and</u>	
<u>(D)</u>	<u>describe how credit affects profit and the negotiated price.</u>	
(E)	develop a credit policy.	Deletion recommended: Extends scope of course
(10)	The student knows that international economic factors affect business planning. The student is expected to:	Deletion recommended: Extends scope of course
(A)	explain the nature of global trade;	
(B)	describe the determinants of exchange rates and their effects on the domestic economy;	

(C)	explain the impact of cultural and social environments on global trade;	
(D)	explain labor issues associated with global trade;	
(E)	identify strategies for entering international markets; and	
(F)	compare and contrast how situations can influence the entrepreneur's selection of strategies;	
<u>(10)</u>	<u>The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:</u>	Insertion recommended: previous TEKS omitted product strategies content
<u>(A)</u>	<u>explain product management;</u>	
<u>(B)</u>	<u>describe supply chain management;</u>	
<u>(C)</u>	<u>create product-mix strategies to meet customer needs, including branding elements and extended product features</u>	
(11)	The student knows that pricing has policies, objectives, and strategies. The student is expected to:	
(A)	develop and analyze pricing objectives;	
(B)	compare and contrast pricing policies for an entrepreneurial venture; and	
(C)	recommend appropriate pricing strategies.	
(12)	The student knows the effects of credit on price and profit. The student is expected to:	Move to TEKS #9
(A)	explain risks and benefits to entrepreneurs when accepting and extending credit; and	
(B)	describe how credit affects profit and the negotiated price.	
(13) <u>(12)</u>	The student knows the importance of managing the pricing structure. The student is expected to:	
(A)	communicate the differences among pricing structures for goods, services, and ideas; and	
(B)	develop a pricing structure for an entrepreneurial venture, <u>and</u>	
<u>(C)</u>	<u>demonstrate how to calculate prices, markups and discounts.</u>	
(14) <u>(13)</u>	The student knows elements and processes of product planning. The student is expected to:	
(A)	describe stages of new product planning; <u>explain the nature and scope of product planning;</u>	Revision recommended: Extends scope of concept
(B)	define the term product mix;	
(C)	identify stages of the product life cycle for new or existing <u>your</u> products.	
(15) <u>(14)</u>	The student knows the process for development, implementation, and evaluation of a promotional <u>marketing</u> plan. The student is expected to:	Revision recommended: extended scope to include the development of an overall marketing plan

(A)	illustrate the concept of promotional mix; <u>identify market penetration strategies</u>	
(i)	<u>explain how market penetration strategies contribute to successful marketing; and,</u>	
(ii)	<u>apply evaluation strategies to determine the effectiveness of market penetration strategies</u>	
(B)	describe the interrelationship of visual merchandising, public relations and publicity, personal selling, and sales promotion with advertising; <u>identify communication strategies:</u>	
(i)	<u>illustrate the concept of promotional mix;</u>	
(ii)	<u>use appropriate technology to create promotional materials; and,</u>	
(iii)	<u>apply evaluation strategies to determine promotional campaign effectiveness, and</u>	
(C)	use appropriate technology to create promotion plans; and- <u>define your sales strategies:</u>	
(i)	<u>describe the development of a sales force; and,</u>	
(ii)	<u>apply evaluation strategies to determine the effectiveness of sales activities</u>	
(D)	apply evaluation strategies to determine promotional campaign effectiveness.	
(+6) (15)	The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	
(A)	explain how entrepreneurs identify needs;	Included in TEKS #4B
(B)	demonstrate the process of selecting suppliers and sources; and	
(C)	analyze and discuss selection of goods and services based on a new business' operational needs.	Revision recommended: Students may evaluate operational needs of existing businesses.
(+7) (16)	The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	
(A)	categorize business risks such as human, natural, and economic;	
(B)	classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable;	
(C)	explain security precautions as well as health, safety, and worker welfare regulations; and	
(D)	analyze examples of business risks to recommend and defend risk-management strategies.	
(+8) (17)	The student knows the importance of <u>social responsibility of business to society.</u> environmental concerns. The student is expected to:	Revision recommended: social responsibility broadens the scope of the TEK
(A)	discuss the responsibility of business <u>to shareholders, employees, customers, the community, and the environment;</u> on the local environment;	Revision recommended: social responsibility broadens the scope of the TEK

(B)	analyze the effect of packaging on the environment; and	Deletion recommended: TEK covered in # 17A
(C)	examine the effects of Environmental Protection Agency regulations on business.	Deletion recommended: TEK covered in # 17A
(19) (18)	The student understands business ethics and legal responsibilities. The student is expected to:	
(A)	employ ethical actions in business operations obtaining and providing information to acquire the confidence of others by:	
(i)	explaining ethical considerations in providing information;	
(ii)	protecting confidential information; and	
(iii)	determining information appropriate to obtain from a client or another employee;	
(B)	manage internal and external business relationships to foster positive interactions by:	
(i)	explaining the nature of human resources regulations;	
(ii)	explaining the nature of workplace regulations; and	
(iii)	discussing employment relationships; and	
(C)	analyze the impact of ethical decisions.	
(20) (19)	The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	
(A)	identify the legal issues affecting businesses; and	
(B)	investigate the impact of the legal issues.	
(21) (20)	The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	
(A)	identify the basic torts relating to business enterprises; and	
(B)	describe the nature of legally binding contracts.	
(22) (21)	The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	
(A)	describe the nature of legal procedure;	
(B)	discuss the nature of debtor-creditor relationships;	
(C)	explain the nature of agency relationships;	
(D)	discuss the nature of environmental law; and	

(E)	identify the role of administrative law- ; and	
(F)	<u>identify regulatory requirements affecting your business.</u>	Insertion recommended: previous TEKS omitted application of concept
(23) (22)	The student knows <u>the scope and nature of that</u> distribution involves activities associated with the physical movement or transfer of ownership of products from producer to consumer. The student is expected to:	Revision recommended: Broaden the scope of the concept of distribution.
(A)	<u>define effective channels of distribution strategies, including</u> identify activities associated with transportation, storage, product handling, and inventory control;	Insertion recommended: previous TEKS omitted application of concept
(B)	explain how distribution can add value to goods, services, and <u>intellectual property ideas</u> ; and	Corrected verbiage
(C)	determine costs associated with distribution.	
(24) (23)	The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	
(A)	identify benefits and limitations of marketing research;	
(B)	identify components of the marketing research process;	
(C)	explain how to use the marketing research process in order to identify <u>industry trends</u> , potential markets, analyze demand, forecast sales, and make other decisions; and	Revision recommended: Previous TEKS omitted market research on industry trends
(D)	use appropriate technology to describe the use of electronic data interchange in marketing information and research activities.	Deletion recommended: No longer relevant.
(D)	<u>identify sources of primary and secondary data;</u>	
(25) (24)	The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	
(A)	identify sources of primary and secondary data; <u>conduct a market analysis</u>	Moved to TEKS #24D
(B)	obtain information from customer database; <u>use appropriate technology to obtain information about the industry, customer, and competition; and</u>	Deletion recommended: TEKS #25A covers skill
(C)	explain web log data mining for marketing information; <u>conduct an analysis of strengths, weaknesses, opportunities, and threats.</u>	Deletion recommended: no longer relevant
(D)	collect information about the competition; and	
(E)	conduct an analysis of strengths, weaknesses, opportunities, and threats.	

§130.346. Sports and Entertainment Marketing (One-Half ~~to One~~ Credit).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Business, Marketing, and Finance.	
(b)	Introduction.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	This course Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing concepts, target marketing and segmentation, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, sponsorship proposals, and developing implementation of sports and entertainment marketing plans strategies. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:</u>	
(A)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(1) (2)	The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	
(A)	categorize business activities such as production, marketing, management, or finance;	
(B)	analyze the interdependence each business activity has with marketing;	
(C)	explain the implications of business ethics conduct using sports and entertainment examples; <u>understand the forms of business; and</u>	Moved to TEKS #14E

(D)	describe how international marketing has affected the sports and entertainment industry; and understand the concept of economic impact;	Moved to TEKS #2H
(E)	explain the impact of diversity multiculturalism and multi-generationalism on sports and entertainment marketing activities.	Recommended deletion: Discussed in TEKS #15
(2) <u>(3)</u>	The student knows the importance of marketing, as well as the functions of marketing. The student is expected to:	
(A)	explain the marketing concept as it relates to sports and entertainment;	
(B)	describe each marketing function and how it relates to sports and entertainment;	
(C)	explain how each component of the marketing mix contributes to successful marketing;	
(D)	express the importance of target markets;	
(E)	describe advantages and disadvantages of market segmentation and mass marketing; and	
(F)	research trends and emerging technologies affecting the sports and entertainment marketing industry. <u>explain the importance of market research and analysis;</u>	Moved to TEKS #14F
<u>(G)</u>	<u>illustrate the concept of positioning, and</u>	
<u>(H)</u>	<u>describe how international marketing has affected the sports and entertainment industry</u>	
(3)	The student knows the impact and value of diversity. The student is expected to:	Recommended deletion: Discussed in TEKS #15
(A)	explain elements of culture and the need for understanding cultural diversity; and	
(B)	identify how diversity affects sports and entertainment markets.	
(4)	The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	Replace by TEK #1
(A)	explain and practice effective interpersonal and team building skills;	
(B)	participate in leadership and career development activities such as student organizations and local chambers of commerce; and	
(C)	Justify discuss the importance the role of professional organizations, trade associations, and labor unions in the sports and entertainment industry.	
(5) <u>(4)</u>	The student knows that distribution channel members facilitate the movement of products. The student is expected to:	
(A)	explain channels of distribution for sports and entertainment marketing products; and	

(B)	describe activities of each channel member.	
(6) (5)	The student knows that financial planning is necessary for the marketer's success and solvency— <u>how sports and entertainment businesses achieve profitability.</u> The student is expected to:	Recommended change: financial planning is not as relevant to the scope of the course as is understanding how to achieve profitability
(A)	<u>evaluate identify</u> sources of financial assistance <u>information, including budgets, balance sheets, and income statements; and</u>	Recommended change: students should apply their existing knowledge of financial statements
(B)	critique the purpose of financial records such as budgets, balance sheets, and income statements; and <u>explain the concept and importance of revenue streams;</u>	Recommended change: deleted TEK is combined with TEK #6A, added TEK that offers knowledge on how to achieve profitability
(C)	explain the relationship of perishability to profit and loss <u>to sports and entertainment products</u>	Provide clarity in wording
(7) (6)	The student knows the marketing-information system. The student is expected to:	
(A)	explain characteristics and purposes of <u>use</u> a marketing-information system <u>to make informed business decisions;</u>	Recommended change: Reflects application
(B)	identify benefits and limitations of marketing research;	Similar to TEKS #2F
(E)	explain the use of inventory control information to prepare financial reports and make buying decisions; and	Recommended deletion: Exceeds scope of course
(D) (B)	analyze data used to make accurate forecasts <u>and informed business decisions.</u>	Extends scope
(8) (7)	The student knows pricing policies, objectives, and strategies. The student is expected to:	Use “strategies” consistently throughout TEKS
(A)	compare and contrast pricing <u>strategies policies; and</u>	Use “strategies” consistently throughout TEKS
(B)	develop a sample credit policy that could be a useful sports and entertainment marketing strategy; and	Recommended deletion: Exceeds scope of course
(C) (B)	analyze the price of a sports and entertainment marketing products.	
(9) (8)	The student knows the elements and processes of product planning. The student is expected to:	
(A)	describe stages of new-product planning;	
(B)	define <u>illustrate the</u> product mix; and	Reflects application of concept
(C)	identify stages of the product life cycle for new or existing sports or entertainment marketing products.	

(10) <u>(9)</u>	The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	
(A)	Identify, <u>create, and demonstrate elements</u> components of the promotional mix; such as advertising, visual merchandising, and personal selling;	Reflects application of concept
(B)	demonstrate visual merchandising techniques for sports and entertainment marketing goods, services, or ideas; and	Recommended deletion: Exceeds scope of course
(C) <u>(B)</u>	analyze a promotional plan for effectiveness.	
(H)	The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:	Recommended deletion: Exceeds scope of course
(A)	distinguish between buying for resale and buying for organization use;	
(B)	explain the importance of identifying needs as the first step of the purchasing process; and	
(C)	demonstrate knowledge of the buying process such as preparing a buying plan, completing purchase orders, and processing invoices.	
(12) <u>(10)</u>	The student knows that various types of risks impact business activities. The student is expected to:	
(A)	category business risks <u>identify business risks that are commonly associated with sports and entertainment business;</u> and	Recommended change: Reflects application specific to sports and entertainment
(B)	explain methods a <u>sports and entertainment business</u> use to control risks such as surveillance and safety training.	
(13) <u>(11)</u>	The student identifies the role of selling and emphasizes its importance in a private enterprise economy <u>sports and entertainment business</u> . The student is expected to:	
(A)	<u>explain</u> demonstrate how selling contributes to economic activity;	
(B)	describe the process of selecting and merchandising sports and entertainment products; and	
(C)	demonstrate steps in the selling process using sports and entertainment products-;	
<u>(D)</u>	<u>understand the importance of ticket sales; and</u>	
<u>(E)</u>	<u>develop a ticket sales strategy for a sports and entertainment product</u>	
(14) <u>(12)</u>	The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:	
(A)	<u>research and explain</u> demonstrate knowledge of the history of sports and entertainment as an industry and how it relates <u>impacts</u> to today's marketplace;	

(B)	distinguish among <u>identify</u> sports and entertainment marketing terms;	
(C)	list major environmental influences on sports and entertainment demand;	
(D)	research sports and entertainment marketing information; and <u>define sports marketing and entertainment marketing</u>	
(E)	explain <u>topics that impact</u> legislation that impacts sports and entertainment marketing <u>,including legislation and ethics;</u>	
<u>(F)</u>	<u>research trends and emerging technologies affecting the sports and entertainment marketing industry; and</u>	Revision recommended: Students should understand industry trends
<u>(G)</u>	<u>explain the concept of competition for discretionary income</u>	
(15) <u>(13)</u>	The student knows that a career in sports and entertainment marketing requires knowledge of demographics. The student is expected to:	
(A)	explore how the use of demographics has influenced the industry; <u>and</u>	
(B)	differentiate between buying habits and buying preferences; and.	
(C)	research the use of technology in sports and entertainment marketing design, production, and distribution.	Recommended deletion: In TEKS #14F
(16) <u>(14)</u>	The student knows that a career in sports and entertainment marketing requires knowledge of the industry. The student is expected to:	
(A)	research careers in the sports and entertainment marketing industry; and	
(B)	list and describe businesses related to sports and entertainment; <u>and</u>	
<u>(C)</u>	<u>distinguish the different roles in sports and entertainment marketing.</u>	
(17)	The student knows the importance of teamwork, leadership, and organizational skills. The student is expected to:	Replaced by TEK #1
(A)	describe team function;	
(B)	use teamwork to solve problems;	
(C)	distinguish between the roles of team leaders and team members;	
(D)	examine characteristics of good leaders;	
(E)	identify employers' expectations and appropriate work habits;	
(F)	define discrimination, harassment, and equality;	
(G)	use time management techniques to develop and maintain schedules and meet deadlines;	
(H)	evaluate how teams measure their results; and	

(F)	develop two methods to recognize and reward team performance.	
(18)	The student evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	Replaced by TEK #1
(A)	use informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks; and	
(B)	evaluate the reliability of information from informational texts, Internet websites, and technical materials and resources.	
(19)	The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	Replaced by TEK #1
(A)	prepare oral presentations to provide information for specific purposes and audiences;	
(B)	prepare support materials that will enhance an oral presentation; and	
(C)	deliver an oral presentation that sustains audience attention and interest.	
(20)	The student applies active listening skills to obtain and clarify information. The student is expected to:	Replaced by TEK #1
(A)	interpret a given verbal message or information; and	
(B)	respond with restatement and clarification techniques.	
(21) (15)	The student identifies reasons a sports <u>and entertainment</u> business property would use marketing. The student will be expected to:	
(A)	describe and simulate activities to market a sports <u>and entertainment product</u> property ;	
(B)	define and simulate sports properties and marketing;	
(C) (B)	understand why <u>sports and entertainment businesses</u> use marketing; and	
(D) (C)	understand why teams use marketing <u>understand the importance of and key components of a marketing plan</u>	
(D)	distinguish the different roles in sports.	Moved to TEKS#
(D)	<u>explain and give examples of marketing using sports and entertainment</u>	
(E)	<u>explain and give examples of marketing of sports and entertainment</u>	
(22) (16)	The student will compare components of the event triangle and summarize exchanges for each. The student understands the impact event marketing has on the sports and entertainment industry. The student is expected to:	
(A)	probe the components of the event triangle; <u>define event marketing.</u>	

(B)	describe the exchanges developed in the event triangle; <u>explain and provide examples of how event marketing attracts all three components of the event triangle (event, sponsor, and spectator), and</u>	
(C)	explain the effects of media broadcasting on the event triangle. <u>develop an effective event marketing strategy for a sports and entertainment product.</u>	
(23) <u>(17)</u>	The student has an understanding of sponsorship proposals and contracts. The student is expected to:	
(A)	identify components and content for a sponsorship proposal;	
(B)	define and explain sponsorship issues;	
(C)	categorize costs associated with a sponsorship;	
(D)	identify types of sponsorship sales and relationship development;	
(E)	examine benefits of sponsorship opportunities; and	
(F)	explain laws that may effect <u>affect</u> a sponsorship agreement.	
(24) <u>(18)</u>	The student has an understanding of endorsement contracts. The student is expected to:	
(A)	identify components of endorsement contracts;	
(B)	discuss issues related to celebrity behavior on endorsements; and	
(C)	research the rationale for a business to engage in endorsement contracts.	
<u>(19)</u>	<u>The student understands the importance of branding. The student is expected to:</u>	
<u>(A)</u>	<u>define branding;</u>	
<u>(B)</u>	<u>differentiate between types of brands;</u>	
<u>(C)</u>	<u>identify examples of brand equity and brand extension in sports and entertainment;</u>	
<u>(D)</u>	<u>explain the value in building a strong brand; and</u>	
<u>(E)</u>	<u>determine the characteristics of a successful brand.</u>	
<u>(20)</u>	<u>The student understands the importance of licensing. The student is expected to:</u>	
<u>(A)</u>	<u>define licensing;</u>	
<u>(B)</u>	<u>distinguish between licensor & licensee;</u>	
<u>(C)</u>	<u>explain the advantages & disadvantages; and</u>	
<u>(D)</u>	<u>identify examples of licensing in sports and entertainment</u>	

<u>(21)</u>	<u>The student knows the effect the fan experience has on the success of a sports business. The student is expected to:</u>	
<u>(A)</u>	<u>explain how promoting and implementing a positive fan experience impacts revenues;</u>	
<u>(B)</u>	<u>describe situations that impact the fan experience;</u>	
<u>(C)</u>	<u>describe the concept of the fan/ spectator experience;</u>	
<u>(D)</u>	<u>define the term game operations;</u>	
<u>(E)</u>	<u>explain the role of game entertainment in the sports business;</u>	
<u>(F)</u>	<u>define game attractiveness;</u>	
<u>(G)</u>	<u>Identify game involvement activities that enhance fan experience; and</u>	
<u>(H)</u>	<u>create a game operations plan to increase game attractiveness.</u>	
<u>(22)</u>	<u>The student understands the importance of effectively communicating information with customers, media, and fans. The students is expected to:</u>	
<u>(A)</u>	<u>explain why communications in sports and entertainment are important;</u>	
<u>(B)</u>	<u>understand issues that impact the business of sports and entertainment;</u>	
<u>(C)</u>	<u>define media;</u>	
<u>(D)</u>	<u>understand the importance of media rights;</u>	
<u>(E)</u>	<u>define publicity;</u>	
<u>(F)</u>	<u>differentiate between publicity, public relations, media relations and community relations;</u>	
<u>(G)</u>	<u>create a press release;</u>	
<u>(H)</u>	<u>create a press kit; and</u>	
<u>(I)</u>	<u>simulate a press conference</u>	
<u>(23)</u>	<u>The student understands the strategies of successful entertainment marketing. The student is expected to:</u>	
<u>(A)</u>	<u>discuss the different kinds of entertainment distribution</u>	
<u>(B)</u>	<u>identify strategies to market entertainment products</u>	
<u>(C)</u>	<u>explain the promotional value of entertainment awards.</u>	

Social Media Marketing (One-Half Credit)		
	TEKS with edits	Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Principles of Business, Marketing, and Finance or any Marketing course</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	<u>Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. The students will learn how to manage a successful social media presence for an organization; techniques for gaining customer and consumer buy-in to achieve their marketing goals; and, how to properly select the social media platforms to engage consumers, monitor and measure the results of these efforts.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:</u>	
(A)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(2)	<u>The student knows the nature and scope of social media marketing. The student is expected to:</u>	
(A)	<u>differentiate between in-bound marketing and out-bound marketing;</u>	
(B)	<u>explain the nature of in-bound marketing;</u>	
(C)	<u>identify the various social media platforms and purposes;</u>	
(D)	<u>define social media marketing;</u>	
(E)	<u>identify and describe significant trends in the development of social media;</u>	
(F)	<u>understand how the development of social media has shaped online media and communications; and</u>	

(G)	<u>describe the social media marketing ecosystem and its impact on traditional marketing strategy.</u>	
(3)	<u>The student knows the legalities, ethical implications, and risks associated with social media marketing. The student is expected to:</u>	
(A)	<u>apply legal boundaries and concepts affecting social media;</u>	
(B)	<u>analyze ethical guidelines and codes of ethics to explain how or why they are important to social media organizations;</u>	
(C)	<u>identify risk factors associated with social media marketing;</u>	
(D)	<u>explain the concept of real time marketing; and</u>	
(E)	<u>discuss the ramifications of real time marketing.</u>	
(4)	<u>The student knows how to critically evaluate social media and digital marketing tools. The student is expected to:</u>	
(A)	<u>evaluate and understand how social media has influenced the function of marketing;</u>	
(B)	<u>evaluate and understand how social media has evolved and influenced the way people communicate;</u>	
(C)	<u>analyze and evaluate social media's influence on others and how others influence social media; and,</u>	
(D)	<u>identify potential risks, advantages, and limitations of digital marketing tools.</u>	
(5)	<u>The student knows that strategic planning is essential to the success of social media marketing. The student is expected to:</u>	
(A)	<u>define the social media marketing process;</u>	
(B)	<u>understand participation as a key element of the marketing mix;</u>	
(C)	<u>understand how to integrate social media marketing into the Integrated Marketing Plan to promote brand/company awareness; and,</u>	
(D)	<u>develop a social media marketing plan.</u>	
(6)	<u>The student demonstrates how to use social media as a marketing tool. The student is expected to:</u>	
(A)	<u>analyze, evaluate, and communicate information effectively through social media.</u>	
i.	<u>using social networks as a marketing tool, such as Facebook, LinkedIn, Twitter</u>	
ii.	<u>using social publishing as a marketing tool, such as Instagram, Pinterest, Tumblr</u>	
iii.	<u>using social entertainment as a marketing tool, such as YouTube, Flickr, Vine</u>	
iv.	<u>using social commerce as a marketing tool, such as Groupon, Yelp!, 4Square</u>	
v.	<u>using emerging social media</u>	

<u>(7)</u>	<u>The student knows how to use mobile marketing as a marketing tool. The student is expected to:</u>	
<u>(A)</u>	<u>understand the nature and scope of mobile marketing</u>	
<u>(B)</u>	<u>identify advantages and disadvantages of mobile marketing</u>	
<u>(C)</u>	<u>demonstrate an understanding and the ability to use mobile marketing tools, such as SMS/MMS, QR codes, phone applications (“Apps”), and mobile optimized websites.</u>	
<u>(8)</u>	<u>The student will be able to measure the success of a social media marketing plan. The student is expected to:</u>	
<u>(A)</u>	<u>explain the role of social media in marketing research</u>	
<u>(B)</u>	<u>understand the nature and scope of social media analytics</u>	
<u>(C)</u>	<u>measure the success of social media marketing strategies using analytics data</u>	
<u>(9)</u>	<u>The student knows that a career in social media marketing requires knowledge of the industry. The student is expected to:</u>	
<u>(A)</u>	<u>research and describe careers in the field of social media marketing</u>	
<u>(B)</u>	<u>research employment trends in the field of social media marketing</u>	

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§130.342. Advertising and Sales Promotion (One-Half to One Credit).		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9 – 12 10. Recommended prerequisite: Principles of Business, Marketing, and Finance.	Encourage students to not wait to get credits in at the last minute.
(b)	Introduction	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:</u>	
(A)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(1)	The student knows business concepts and explains how business satisfies economic needs. The student is expected to:	Taught in Principles of Business, Marketing and Finance.
(A)	categorize business activities such as production, marketing, management, or finance;	Taught in Principles of Business, Marketing and Finance.
(B)	explain the interdependence each business activity has with marketing;	Taught in Principles of Business, Marketing and Finance.
(C)	differentiate the implications of business conduct using advertising examples;	Taught in Principles of Business, Marketing and Finance.
(D)	illustrate how international marketing affects the advertising industry; and	Move to (7).

(E)	explain the impact of multiculturalism and multigenerationalism on advertising marketing activities.	Move to (8).
(2)	The student knows the importance of marketing as well as the functions of marketing. The student is expected to:	
(A)	explain the marketing concept;	Covered in (2)(B).
(B) (A)	recognize marketing functions and how they relate to advertising;	
(C) (B)	explain how each component of the marketing mix contributes to successful marketing advertising;	Fits course name.
(D) (C)	identify the importance of target markets; <u>and</u>	
(E)	describe advantages and disadvantages of market segmentation and mass marketing; and	Covered between (2)(D) and (2)(F).
(F) (D)	research trends and emerging technologies affecting advertising marketing.	
(3)	The student knows the impact and value of diversity. The student is expected to:	
(A)	<u>differentiate</u> express elements of culture and <u>discuss</u> the need for understanding cultural diversity; and	update wording
(B)	identify how diversity affects sports and entertainment marketing <u>advertising strategy.</u>	Looks like former typo. Not SEM class.
(4)	The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	Covered in a Practicum Course such as "Practicum in Marketing I or II."
(A)	explain and practice effective interpersonal and team-building skills with coworkers, managers, and customers;	Covered in a Practicum Course such as "Practicum in Marketing I or II."
(B)	participate in leadership and career development activities such as student organizations and local chambers of commerce; and	Covered in a Practicum Course such as "Practicum in Marketing I or II."
(C)	identify the role of professional organizations, trade associations, and labor unions in the advertising industry.	Move to (9).
(5) (4)	The student knows that distribution channel members facilitate the movement of <u>advertisement</u> plans. The student is expected to:	Specific to advertisement.
(A)	explain channels of distribution for advertising marketing plans <u>including print, broadcast, and digital media; and</u>	Specific to advertisement. Strike out ambiguity.
(B)	describe activities of each channel member.	
(6)	The student knows that financial planning is necessary for the market's success and solvency. The student is expected to:	Covered in Entrepreneurship.
(A)	identify sources of financial assistance;	Covered in Entrepreneurship.
(B)	explain the purpose of financial records such as budget, balance sheet, and income statement; and	Covered in Entrepreneurship.

(E)	discover the relationship of perishability to profit and loss.	Covered in Entrepreneurship.
(7) (5)	The student knows the nature and scope of advertising marketing. The student is expected to:	
(A)	demonstrate knowledge of the history of advertising as an industry and how it relates to today's marketplace;	
(B)	distinguish among advertising marketing terms;	Ambiguous
(E) (B)	list discuss major environmental influences <u>that impact advertising;</u> on advertising marketing demand;	Clarify purpose/wording.
(D) (C)	research <u>the advantages and disadvantages of the types of</u> advertising information; and	Clarify purpose/wording.
(E) (D)	explain legislation that impacts advertising. <u>illustrate how international marketing affects the advertising industry.</u>	Legislation is an environmental influence. Repeats (7)(C).
(8) (6)	The student knows that a career in advertising marketing requires knowledge of demographics. The student is expected to:	Delete unnecessary words.
(A)	explain how the use of demographics has influenced the industry;	
(B)	differentiate between buying habits and buying preferences; and	
(E)	research the use of technology in advertising, design, production, and distribution.	Move to (21)(B).
(C)	<u>explain the impact of multiculturalism and multigenerationalism on advertising marketing activities.</u>	Moved from (1)(E).
(9) (7)	The student analyzes <u>knows</u> that a career in advertising marketing requires knowledge of the industry. The student is expected to:	Clarify meaning and aim.
(A)	research careers in the advertising marketing industry; and	Delete unnecessary word.
(B)	list and describe <u>identify</u> businesses related to advertising; and	Clarify
(C)	<u>identify the role of professional organizations, trade associations, and labor unions in the advertising industry.</u>	Moved from (4)(C).
(10) (8)	The student demonstrates the steps of a sale. guides staff to improve their success rate and to minimize staff turnover. The student is expected to:	Clarification
(A)	introduce <u>employ</u> the following five steps of selling <u>including prospecting, pre-approach, approach, presentation, overcoming objections, close, and follow-up;</u> and	Update to reflect current terminology.
(i)	approach the customer;	Clarification/Breakout not needed here.
(ii)	determine needs;	Clarification/Breakout not needed here.
(iii)	present the product;	Clarification/Breakout not needed here.
(iv)	overcome objections; and	Clarification/Breakout not needed here.

(v)	close the sale.;	Clarification/Breakout not needed here.
(B)	provide information about incoming merchandise to sales staff;	Does not belong.
(C)	monitor on-floor selling activities; and	Does not belong.
(D)	control sales activities to meet sales goals and objectives.	Does not belong.
(B)	<u>demonstrate steps in the selling process using advertising plans.</u>	Moved from (21)(C) Fits better here.
(H)	The student knows the importance of teamwork, leadership, integrity, honesty, work habits, and organizational skills. The student is expected to:	VA: Standards pertinent to a work-based learning program.
(A)	illustrate how teams function;	VA: Standards pertinent to a work-based learning program.
(B)	use teamwork to solve problems;	VA: Standards pertinent to a work-based learning program.
(C)	distinguish between the roles of team leaders and team members;	VA: Standards pertinent to a work-based learning program.
(D)	identify characteristics of good leaders;	VA: Standards pertinent to a work-based learning program.
(E)	categorize employers' expectations and appropriate work habits;	VA: Standards pertinent to a work-based learning program.
(F)	define discrimination, harassment, and equality;	VA: Standards pertinent to a work-based learning program.
(G)	use time-management techniques to develop and maintain schedules and meet deadlines;	VA: Standards pertinent to a work-based learning program.
(H)	express how teams measure their results; and	VA: Standards pertinent to a work-based learning program.
(I)	develop two methods to recognize and reward team performance.	VA: Standards pertinent to a work-based learning program.
(H2) (9)	The student evaluates and uses information resources to <u>research careers in advertising and sales</u> accomplish specific occupational tasks. The student is expected to:	CRS
(A)	use <u>multimedia resources such as the internet to research careers in advertising and sales</u> informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks; and	CRS
(B)	<u>identify businesses related to advertising and sales</u> evaluate the reliability and credibility of information from informational texts, Internet websites, and technical materials and resources.	CRS

(13) (10)	The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	
(A)	prepare oral presentations to provide information for specific purposes and audiences;	
(B)	identify and prepare support materials that will enhance an oral presentation; and	
(C)	deliver an oral presentation that sustains listener attention and interest.	
(14) (11)	The student applies active listening skills to obtain and clarify information. The student is expected to:	
(A)	interpret a given verbal message of information; and	
(B)	respond with restatement and clarification techniques.	
(15) (12)	The student knows the marketing-information system. The student is expected to:	
(A)	explain characteristics and purposes of a marketing-information system;	
(B)	identify benefits and limitations of marketing research; <u>and</u>	
(C)	explain the use of inventory control information; and	Not pertinent to advertising or sales.
(D) (C)	analyze data used to make accurate forecasts.	
(16) (13)	The student knows pricing policies, objectives, and strategies. The student is expected to:	
(A)	compare and contrast pricing policies; <u>and</u>	
(B)	develop a sample credit policy that could be a useful advertising marketing strategy; and	Not pertinent to advertising or sales.
(C) (B)	analyze the price of an advertising marketing product.	
(17) (14)	The student knows the elements and processes of product planning. The student is expected to:	
(A)	describe stages of new-product planning;	
(B)	<u>analyze</u> define product mix; and	Increased Bloom's Taxonomy Level.
(C)	identify stages of the product life cycle for new or existing advertising marketing plans.	
(18) (15)	The student knows that successful marketers must develop, implement, and evaluate a promotional plan. The student is expected to:	
(A)	identify components of the promotional mix such as advertising, visual merchandising, and personal selling;	
(B)	demonstrate visual merchandising techniques for advertising marketing goods, services, or ideas; and	
(C)	analyze a promotional plan for effectiveness.	
(19)	The student knows that advertising occurs as steps in a continuous cycle. The student is expected to:	No longer applicable to industry terminology.

(A)	justify between buying for resale and buying for organization use;	No longer applicable to industry terminology.
(B)	explain the importance of identifying needs as the first step of the advertising process; and	No longer applicable to industry terminology.
(C)	prepare a buying plan, complete purchase orders, and process invoices.	No longer applicable to industry terminology.
(20) (16)	The student knows that various types of risks impact business activities. The student is expected to:	
(A)	categorize business risks; and	
(B)	explain methods a business uses to control risks such as surveillance and safety training.	
(21) (17)	The student knows the role of selling in a private enterprise economy. The student is expected to:	
(A)	explain how selling contributes to economic activity;	
(B)	describe the process of selecting and advertising merchandise; and	Pertains to retailing.
(C)	demonstrate steps in the selling process using advertising plans.	Move to (10). Fits better there.
(18)	<u>The student knows how technology affects advertising. The student is expected to:</u>	Reflect current trends.
(A)	<u>examine how social media contributes to adverting.</u>	Reflect current trends.
(B)	<u>research the use of technology in advertising.</u>	Reflect current trends.

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§130.343. Fashion Marketing (One-Half to One Credit).		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-12 <u>9-10</u> . Recommended prerequisite: Principles of Business, Marketing, and Finance.	Change to grades 9 – 10 Remove recommended
(b)	Introduction. Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(a)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(H)	The student knows business concepts and how business satisfies economic needs. The student is expected to:	Taught in Principles of Business, Marketing and Finance.
(A)	categorize business activities such as production, marketing, management, or finance;	Taught in Principles of Business, Marketing and Finance.
(B)	explain the interdependence each business activity has with marketing;	Taught in Principles of Business, Marketing and Finance.
(C)	explain the implications of business conduct using fashion industry examples; and	Taught in Principles of Business, Marketing and Finance.
(D)	describe how international marketing has affected the fashion industry.	Move to (15)(G).
(2)	The student knows the importance and functions of marketing. The student is expected to:	
(A)	rationalize the marketing concept;	Covered in (2)(B)
(B) (A)	describe each marketing function and how it relates to the fashion industry;	
(C)	explain how each component of the marketing mix contributes to successful marketing;	Covered in (2)(B)
(D)	employ concepts and strategies used to determine and target marketing strategies to a select audience in order to facilitate merchandising activities;	Repeats (2)(E) and may be too ambiguous.
(E) (B)	describe advantages and disadvantages of market segmentation and mass marketing; and	
(F) (C)	research trends and emerging technologies affecting fashion marketing.	
(3)	The student knows the impact and value of diversity. The student is expected to:	
(A)	explain elements of culture and the need for understanding cultural diversity; and	

(B)	identify how diversity affects fashion.	
(4)	The student demonstrates the use of oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	
(A)	select and employ appropriate reading and communication strategies and learn and use technical concepts and vocabulary in practice;	A – J are removed because they are demonstrated in K VA; standards are taught unintentionally within other standards and do not need to be taught separately on their own.
(B)	demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace;	Same as above
(C)	locate, organize, and reference written information from various sources to communicate with others;	Same as above
(D)	evaluate and use information resources to accomplish specific occupational tasks;	Same as above
(E)	use correct grammar, punctuation, and terminology to write and edit documents;	Same as above
(F)	develop and deliver formal and informal presentations using appropriate media to engage and inform audiences;	Same as above
(G)	interpret verbal and nonverbal behaviors to enhance communication with coworkers and others;	Same as above
(H)	apply active listening skills to obtain and clarify information;	Same as above
(I)	develop and interpret tables, charts, and figures to support written and oral communication;	Same as above
(J)	listen and speak with diverse individuals to enhance communication skills; and	Same as above
(K) (A)	exhibit public relations skills to increase internal and external customer satisfaction.	
(5)	The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:	Employability skills already covered in beginning.
(A)	explain and practice effective interpersonal and team building skills with others;	
(B)	participate in leadership and career development activities; and	
(C)	explain the role of professional organizations, trade associations, and labor unions in the fashion industry.	Does not exist in Fashion Marketing.
(6) (5)	The student knows that distribution channel members facilitate the movement of products. The student is expected to:	
(A)	explain channels of distribution for fashion products;	
(B)	describe activities of each channel member in the fashion industry;	

(C)	acquire knowledge of distribution systems to understand their role in retailing; and	
(D)	assess distribution strategies to improve effectiveness and minimize costs.	
(7)	The student knows that financial planning is necessary for success in the fashion industry. The student is expected to:	Taught in Principles of Business, Marketing and Finance.
(A)	identify sources of financial assistance; and	Taught in Principles of Business, Marketing and Finance.
(B)	explain the purpose of financial records such as budgets, balance sheets, and income statements.	Taught in Principles of Business, Marketing and Finance.
(8) (6)	The student knows the marketing-information system. The student is expected to:	
(A)	clarify characteristics and define the purpose of a marketing-information systems;	Clarification
(B)	identify benefits and limitations of marketing research;	Clarification
(C)	explain the use of inventory control information such as to prepare financial reports and make buying decisions; and	Clarification
(D)	analyze data used to make accurate retail forecasts.	
(9) (7)	The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customer's perceptions of value. The student is expected to:	
(A)	employ pricing strategies to determine prices;	
(B)	develop a sample credit policy that could be a useful fashion marketing strategy; and	
(C)	analyze the price of a fashion product.	
(10) (8)	The student knows merchandising concepts and processes used in obtaining, developing, maintaining, and improving a product or service to respond to marketing opportunities. The student is expected to:	
(A)	use assortment-mix strategies to create maximum mix of products at minimum cost;	
(B)	develop merchandise plans and budgets to guide selection of retail products;	Merchandising is separate from Marketing.
(C) (B)	perform buying activities to obtain products for resale;	
(D) (C)	analyze vendor performance to choose vendors and merchandise; and	
(E) (D)	position products and services to acquire desired business image.	
(11) (9)	The student knows that a successful marketer must communicate information on retail products, services, images, and ideas to achieve a desired outcome. The student is expected to:	
(A)	demonstrate methods of advertising to communicate promotional messages to targeted audiences;	
(B)	use special events to increase sales;	

(C)	display visual merchandising techniques to increase interest in product offerings;	
(D)	implement display techniques to attract customers and increase sales potential; and	
(E)	manage promotional activities to maximize return on promotional efforts.	
(12) (10)	The student knows that purchasing occurs as steps in a continuous cycle. The student is expected to:	?
(A)	distinguish between buying for resale and buying for organization use;	
(B)	explain the importance of identifying needs as the first step of the purchasing process; and	Repeats (12)(C)
(C) (B)	demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices.	
(13)	The student knows that various types of risks impact business activities. The student is expected to:	Taught in Principles of Business, Marketing and Finance.
(A)	categorize business risks; and	Taught in Principles of Business, Marketing and Finance.
(B)	explain methods a business uses to control risks such as surveillance and safety training.	Irrelevant to course.
(14) (11)	The student demonstrates an understanding of concepts and actions to determine client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future retail opportunities. The student is expected to:	Condense language
(A)	acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer; <u>and</u>	
(B)	employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	
(C)	describe support activities to facilitate the selling process;	Repeats in (14)(B)
(D)	collect payment from customers to complete customer transactions; and	Irrelevant to course. Important to retailing.
(E)	guide sales staff to improve their success rate and to minimize staff turnover.	Repeats in (14)(B)
(15) (12)	The student knows the nature and scope of fashion. The student is expected to:	
(A)	explain the importance of fashion;	
(B)	demonstrate knowledge of fashion history and how it relates to today's fashions;	
(C)	distinguish among fashion terms such as fashion, style, and design;	
(D)	list major environmental influences on fashion demand;	
(E)	research fashion information; and	
(F)	explain legislation that impacts the fashion industry: <u>and</u>	

<u>(G)</u>	<u>describe how international marketing has affected the fashion industry.</u>	Moved from (1)(D).
(16)	The student knows that a career in fashion marketing requires knowledge of textiles and design. The student is expected to:	Irrelevant to this course. Relevant to Fashion Design.
(A)	clarify how the development of textiles has influenced the fashion industry;	Irrelevant to this course. Relevant to Fashion Design.
(B)	differentiate between natural and synthetic fibers;	Irrelevant to this course. Relevant to Fashion Design.
(C)	explain elements and principles of design in fashion apparel;	Irrelevant to this course. Relevant to Fashion Design.
(D)	list the steps from apparel design to the finished product; and	Irrelevant to this course. Relevant to Fashion Design.
(E)	research the use of technology in fashion design, production, and distribution.	Irrelevant to this course. Relevant to Fashion Design.
(17) <u>(13)</u>	The student knows that a career in fashion marketing requires knowledge of the industry. The student is expected to:	
(A)	research careers in the fashion industry;	
(B)	list and describe businesses related to the fashion industry; and	
(C)	delineate components of softlines such as sportswear, footwear, and men's and children's fashions.	
(18)	The student knows that a professional must complete required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	Limited/No Certifications and/or certifications are not accepted by fashion industry
(A)	identify training, education, and certification requirements for occupational choice;	Same as above
(B)	participate in career related training and/or degree programs; and	Same as above
(C)	prepare for licensure or certification in a chosen occupational area.	Same as above
(19) <u>(14)</u>	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;	Unrelated to Fashion Marketing.
(B) <u>(A)</u>	apply data and measurements to solve a problem; <u>and</u>	
(C) <u>(B)</u>	analyze mathematical problem statements for missing or irrelevant data;	
(D)	construct charts, tables, and graphs from functions and data; and	Unrelated to Fashion Marketing.
(E)	analyze data when interpreting operational documents.	Unrelated to Fashion Marketing.

(20)	The student has an understanding of business responsibility to know and abide by laws, regulations, and ethical behavior that affect business operations and transactions. The student is expected to:	Addressed in employability skills sections.
(A)	apply ethics to demonstrate trustworthiness;	Addressed in employability skills sections.
(B)	justify the nature of business ethics;	Addressed in employability skills sections.
(C)	demonstrate responsible behavior, honesty, integrity, and ethical work habits;	Addressed in employability skills sections.
(D)	describe legal issues affecting businesses;	Addressed in employability skills sections.
(E)	depict the nature of human resources regulations;	Addressed in employability skills sections.
(F)	explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act;	Addressed in employability skills sections.
(G)	discuss employment relationships;	Addressed in employability skills sections.
(H)	explain the nature of trade regulations; and	Addressed in employability skills sections.
(I)	describe the impact of antitrust legislation.	Addressed in employability skills sections.
(21)	The student applies ethical reasoning to a variety of workplace situations to make ethical decisions. The student is expected to:	Addressed in employability skills sections.
(A)	evaluate alternative responses to workplace situations based on legal responsibilities and employer policies;	Addressed in employability skills sections.
(B)	analyze alternative responses to workplace situations based on personal or professional ethical responsibilities;	Addressed in employability skills sections.
(C)	identify personal and long-term workplace consequences of unethical or illegal behaviors;	Addressed in employability skills sections.
(D)	explain personal and long-term workplace consequences of unethical or illegal behaviors; and	Addressed in employability skills sections.
(E)	determine and explain the most appropriate response to workplace situations based on legal and ethical considerations.	Move to 20

§130.347. <u>Practicum in Marketing I</u> Dynamics (Two to Three Credits).		
	TEKS with edits	Committee Comments
(a)	General requirements. This course is recommended for students in Grades 11-12. Recommended Prerequisite: Principles of Business, Marketing, and Finance.	Required pre-requisite.
(b)	Introduction.	MV: Committee suggests requiring students to seek field experience in addition to the traditional classroom only format. Also establishes consistency for all school districts.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students 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 integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business industry. The student is expected to:</u>	
(A)	<u>demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.</u>	
(1)	The student knows business concepts and understands how business satisfies economic needs. The student is expected to:	VA: Covered in prerequisite course.
(A)	categorize business activities as production, marketing, management, or finance;	VA: Covered in prerequisite course.
(B)	explain the interdependence each business activity has with marketing;	VA: Covered in prerequisite course.

Commented [TC1]: Change name to "Practicum in Marketing I" to be consistent with other career cluster practicums.

(C)	express the impact of an international economy on business activities;	VA: Covered in prerequisite course.
(D)	describe advantages and disadvantages of various forms of business ownership; and	VA: Covered in prerequisite course.
(E)	describe the concept of economic resources.	VA: Covered in prerequisite course.
(2)	The student knows the nature of business and shows its contribution to society. The student is expected to:	
(A)	comprehend the ramifications of business conduct;	Will be included in TEKS concerning ethical behavior. Repeats in other TEKS if left in.
(B)	distinguish ways that businesses contribute to <u>society</u> their community ;	Condense repetitiveness between (2)(B) and (2)(C)
(C)	explain contributions that marketing makes to business and society;	Condense repetitiveness between (2)(B) and (2)(C)
(D) (B)	<u>explain the importance of social responsibility</u> portray the role of business in society ;	MV: Update TEK to reflect current terminology
(E) (C)	describe types of business activities;	
(F) (D)	explain the organizational design of businesses;	
(G) (E)	discuss the global environment in which businesses operate; <u>and</u>	
(H) (F)	depict factors that affect the business environment <u>and how businesses can respond</u> ; and	Condense repetitiveness between (2)(H) and (2)(I)
(I)	express how organizations adapt to today's markets.	Condense repetitiveness between (2)(H) and (2)(I)
(3)	The student demonstrates the importance of marketing as well as the functions of marketing. The student is expected to:	
(A)	explain the marketing concept; and	
(B)	describe each marketing function and how it illustrates 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; <u>and</u>	
(D)	explain the nature of marketing planning;	
(E)	perform market analysis;	Moved to "Practicum in Marketing II (Intended 2 nd year course) for VA"
(F)	conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis for use in the marketing planning process; and	Moved to "Practicum in Marketing II (Intended 2 nd year course) for VA"
(G)	create a marketing plan.	Moved to "Practicum in Marketing II (Intended 2 nd year course) for VA"
(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)	recognize relationships among numbers;	VA: Repeated TEK from curriculum taught in earlier year of school. Committee also felt this is not significant to marketing.
(E) (D)	perform mathematical operations;	
(F) (E)	predict reasonable estimations;	
(G) (F)	create mathematical models from real-life situations; <u>and</u>	
(H) (G)	determine rate of change mathematically;	
(I)	depict methods of collecting relevant data;	Covered in "Practicum in Marketing II (Intended 2 nd year course) for VA"
(J)	express the organization of useful data; and	Covered in "Practicum in Marketing II (Intended 2 nd year course) for VA"
(K)	illustrate the use of relational expressions such as equal to, not equal to, greater than, and less than.	VA: Repeated TEK from curriculum taught in earlier year of school.
(7)	The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:	

(A)	communicate effectively in a business setting;	
(B)	develop effective business correspondence such as memoranda, business letters, and reports using correct grammar, spelling, punctuation, and format;	Condense repetitiveness between (7)(B) and (7)(C)
(C) (B)	use technology in receiving and sending business communication <u>such as email, business letter using correct grammar, spelling, punctuation, and format;</u>	Condense repetitiveness between (7)(B) and (7)(C)
(D) (C)	apply written directions to achieve tasks;	
(E) (D)	analyze company resources to ascertain policies and procedures;	
(F) (E)	employ communication styles appropriate to target audience;	
(G) (F)	handle telephone calls in a businesslike manner;	
(H)	make oral presentations;	Condense repetitiveness between (7)(H-L)
(I) (G)	Prepare <u>and present effective</u> oral presentations to provide information for specific purposes and audiences; <u>and</u>	Condense repetitiveness between (7)(H-L)
(J)	identify support materials that will enhance an oral presentation;	Condense repetitiveness between (7)(H-L)
(K)	construct support materials that will enhance an oral presentation;	Condense repetitiveness between (7)(H-L)
(L)	align presentation strategies to the intended audience; and	Condense repetitiveness between (7)(H-L)
(M) (H)	implement <u>incorporate</u> multimedia strategies for presentations.	Better terminology
(8)	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.	
(9)	The student applies information technology as an effective marketing tool. The student is expected to:	
(A)	use information technology tools in marketing; <u>identify social media trends in marketing;</u>	CRS
(B)	identify ways that technology impacts business;	

(C)	describe the scope of the Internet in the marketing function;	Condensed into revised (9)(A)
(D) (C)	perform web-search skills;	
(E) (D)	demonstrate word-processing skills;	
(F) (E)	exhibit presentation applications;	Condense repetitiveness covered (7)(M)
(G) (F)	Use understand database applications; and	More relevant terminology
(H) (G)	execute spreadsheet applications.	
(10)	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)	analyze self-assessment information, including interests, aptitudes, and personal traits;	Combined components into three new portfolio standard
(B)	research and assess employment trends in marketing careers;	Combined components into three new portfolio standard
(C)	locate and identify career opportunities that appeal to personal career goals;	Combined components into three new portfolio standard
(D)	match personal interest and aptitudes to selected careers;	Combined components into three new portfolio standard
(E)	model the steps for locating and securing employment;	Combined components into three new portfolio standard
(F)	use multiple resources to locate job opportunities;	Combined components into three new portfolio standard
(G)	develop a resumé;	Combined components into three new portfolio standard
(H)	prepare a letter of application;	Combined components into three new portfolio standard
(I)	complete an employment application;	Combined components into three new portfolio standard
(A)	<u>develop a working portfolio containing components such as resume, cover letter, thank you letter, references, letter of recommendation, work samples;</u>	Portfolio contains components covered in A - I
(B)	<u>analyze personal social media accounts for employability; and</u>	Portfolio contains components covered in A - I
(C) (C)	participate in mock employment interviews; understand interview skills.	Combined components into three new portfolio standard

(K)	list the standards and qualifications that must be met in order to enter a given career; and	Combined components into three new portfolio standard
(L)	employ critical thinking and decision-making skills to exhibit qualifications to a potential employer.	Combined components into three new portfolio standard
(11)	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.	
(12)	The student knows the impact and value of diversity. The student is expected to:	
(A)	identify the effect of languages other than English on marketing;	Condense repetitiveness between (12)(A) and (12)(B)
(B) (A)	explain how diversity affects marketing; and	
(C) (B)	probe the impact of multiculturalism and multigenerationalism on marketing activities.	
(13)	The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	
(A)	expound on 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.	
(14)	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.	
(15)	The student knows that private enterprise is based on independent decisions by businesses and consumers concerning the right to own property, own a business, compete, make a profit, and exercise consumer choice with limited government involvement. The student is expected to:	Eliminate repetitive wording
(A)	determine characteristics of a private enterprise system;	
(B)	expound on explain the advantages and disadvantages of private enterprise; and	Better terminology

(C)	express the role profit plays in a market economy;	Condense repetitiveness between (15)(A) and (15)(C)
(D)	list examples of competitive business situations; and	Similar/same concept as (15)(E)
(E) (C)	identify examples of competitive business situations such as price or nonprice competition.	
(16)	The student knows that economic factors gross domestic product, standard of living, consumer price index, and unemployment figures help influence a company's marketing strategies measure whether an economy/business is accomplishing its goals. The student is expected to:	More relevant terminology
(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;.	
(G)	illustrate unemployment and inflation tradeoffs;	Condense repetitiveness between (16)(A) through (16)(F)
(H)	portray the economic impact of interest rate fluctuations;	Condense repetitiveness between (16)(A) through (16)(F)
(I)	determine the impact of business cycles on business activities; and	Covered in 17
(J)	summarize the concept of gross domestic product.	Condense repetitiveness between (16)(A) through (16)(F)
(17)	The student knows that changes in the economy include prosperity, recession, depression, and recovery that may be 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; and	
(C)	illustrate economic indicators that can impact marketing activities.	covered in 16
(H)	The student knows that international economic factors affect marketing planning. The student is expected to:	Moved to Practicum Marketing 2
(A)	distinguish between imports and exports;	Moved to Practicum Marketing 2
(B)	clarify the interdependence of nations;	Moved to Practicum Marketing 2
(C)	analyze advantages and disadvantages of international trade;	Moved to Practicum Marketing 2

(D)	determine global trade's impact on business decision making;	Moved to Practicum Marketing 2
(E)	explain the nature of global trade;	Moved to Practicum Marketing 2
(F)	describe the determinants of exchange rates and their effects on the domestic economy;	Moved to Practicum Marketing 2
(G)	discuss the impact of cultural and social environments on global trade; and	Moved to Practicum Marketing 2
(H)	interpret labor issues associated with global trade.	Moved to Practicum Marketing 2
(19) (18)	The student knows that distribution systems facilitate the movement of products. The student is expected to:	Condensed to 20
(A)	understand channels of distribution; and	Move to 20 (A)
(B)	evaluate a distribution plan.	Lack access to a distribution plan
(20) (19)	The student knows <u>the characteristics of</u> distribution <u>and the that</u> involves activities <u>involved</u> , associated with the physical movement or transfer of ownership of products from producer to consumer. The student is expected to:	Will include: 19 A, 20 A,B & 21 A - D
(A)	identify physical distribution activities; and	Becomes 20 (B)
(B)	determine costs associated with distribution.	Becomes 20 (C)
(21) (20)	The student knows that distribution involves stock handling and inventory control. The student is expected to:	Collapse in 20
(A)	describe the receiving process;	Collapse in 20
(B)	relate types of inventory systems;	Collapse in 20
(C)	evaluate inventory shrinkage; and	Collapse in 20
(D)	rationalize the impact of technology on inventory systems.	Collapse in 20
(22)	The student understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods of creating or starting a new marketing project or business venture. The student is expected to:	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(A)	defend the need for entrepreneurial discovery;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(B)	examine opportunities for venture creation;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(C)	conclude feasibility of venture ideas;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course

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(D)	describe entrepreneurial planning considerations;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(E)	assess start up requirements;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(F)	probe risks associated with venture;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(G)	develop strategies to protect intellectual property;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(H)	illustrate components of a business plan to define venture idea;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(I)	investigate processes used to acquire adequate financial resources for venture creation and start-up;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(J)	determine a venture's human resource needs;	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(K)	evaluate risk taking opportunities; and	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(L)	describe the opportunities for entrepreneurship in a given industry.	VA with Principles of Business, Marketing/Finance and Entrepreneur Course
(23) (21)	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; <u>and</u>	
(B)	explain the purpose of a credit contract. and	
(C)	predict the impact of credit legislation.	Covered in Banking / Finance Course
(24) (22)	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;	
(G)	explain the use of technology in the pricing function; and	
(H)	analyze legal considerations for pricing.	
(25) (23)	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)	consider understand the concept of promotional mix;	Higher Bloom's Taxonomy level
(D)	define the role of promotion as a marketing function;	
(E)	list the elements of the promotional mix;	Duplication of 25 (C)
(F) (E)	describe the use of business ethics in promotion;	
(G)	describe the use of technology in the promotion function;	Covered in 9
(H) (E)	explore the regulation of promotion;	
(I)	illustrate types of advertising media;	Covered in 26 (A)
(J)	convey word-of-mouth channels used to communicate with targeted audiences;	Covered in 25 (K)
(K) (G)	explain the nature of direct marketing channels;	
(L) (H)	model communication channels used in sales promotion; and	
(M) (I)	describe communication channels used in public relations activities.	
(26) (24)	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.	
(27) (25)	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.	
(28) (26)	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 and skills related to health and safety in the workplace.	Clarify and clean up.
(29) (27)	The student knows what influences customers before they make a purchase. The student is expected to:	
(A)	differentiate among a feature, an advantage , and a benefit;	Correct marketing terminology
(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;	
(F)	identify major influences on buying behavior; and	Covered in 29 (A) thru (E)
(G)	acquire information about customer needs.	Covered in 29 (A) thru (E)
(30) (28)	The student knows how marketers use the selling process. The student is expected to:	
(A)	locate product information; and	
(B)	illustrate the sale process. approach a customer to open a sale;	Condensed 30 (C-G) into (A-B)
(C)	illustrate why the approach should have a theme that is related to the presentation and the customer's buying motives;	Condensed 30 (C-G) into (A-B)
(D)	incorporate questioning and probing techniques;	Condensed 30 (C-G) into (A-B)
(E)	prepare a sales presentation;	Condensed 30 (C-G) into (A-B)
(F)	demonstrate how to overcome objections; and	Condensed 30 (C-G) into (A-B)
(G)	demonstrate how to close a sale.	Condensed 30 (C-G) into (A-B)
(31) (29)	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; <u>and</u>	
(F)	analyze the nature of customer relationship management;	Covered in 31 (A)
(G)	describe the role of ethics in customer relationship management; and	Covered in 32 (A-I)
(H) (E)	describe the use of technology in customer relationship management.	
(32) (30)	The student knows the responsibility of businesses 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;	Replicated in lab
(B)	explain the nature of business ethics;	
(C)	demonstrate responsible behavior, honesty, integrity, and ethical work habits;	Moved to 33
(D) (C)	describe legal issues affecting businesses;	
(E) (D)	defend the nature of human resources regulations;	
(F) (E)	explain the nature of workplace regulations such as Occupational Safety and Health Administration and statutes such as the Americans with Disabilities Act;	
(G) (F)	discuss employment relationships;	
(H) (G)	illustrate the nature of trade regulations; and	
(I) (H)	describe the impact of antitrust legislation.	
(33) (31)	The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:	
(A)	analyze alternative responses to workplace situations based on legal responsibilities and employer policies;	Covered in 33 (B)
(B) (A)	evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities;	
(C) (B)	identify personal and long-term workplace consequences of unethical or illegal behaviors;	
(D)	depict personal and long-term workplace consequences of unethical or illegal behaviors;	Covered in 33 (C)
(E) (C)	investigate the most appropriate response to workplace situations based on legal and ethical considerations; and	
(F)	explain the most appropriate response to workplace situations based on legal and ethical considerations.	Covered in 33 (E)

<u>(D)</u>	<u>demonstrate responsible behavior, honesty, integrity, and ethical work habits.</u>	Moved from 32 (C)
(34) <u>(32)</u>	The student completes required training, education, and certification to prepare for employment in a particular career field. The student is expected to:	Requirements 34 (A & B) are being moved to the practicum/lab course
(A)	identify training, education, and certification requirements for occupational choice; <u>and</u>	
(B)	participate in career-related training or degree programs; and	
(C)	prepare for licensure or certification in a chosen occupational area.	Delete...no certifications
<u>(33)</u>	<u>The student knows the elements and processes of product planning. The student is expected to:</u>	Added from Practicum in Marketing 2
<u>(A)</u>	<u>explain the nature and scope of product planning;</u>	Added from Practicum in Marketing 2
<u>(B)</u>	<u>relate product-mix strategies to meet customer expectation;</u>	Added from Practicum in Marketing 2
<u>(C)</u>	<u>define the product life cycle.</u>	Added from Practicum in Marketing 2

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§130.348. Practicum in Marketing II Dynamics (Two to Three Credits).		
	TEKS with edits	Committee Comments
(a)	General requirements. This course is recommended for students in Grade 12. Prerequisite: Practicum in Marketing I Marketing Dynamics . Recommended corequisite: Practicum in Marketing Field Experience.	Recommended corequisite is for the student that has a field experience outside of the school setting.
(b)	Introduction.	
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further 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)	Through course required employment, students 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 create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.	
(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 industry. The student is expected to:	
(A)	demonstrate skills such as communication, time management, work ethics, professionalism, and leadership.	
(1)	The student knows business concepts and how business satisfies economic needs. The student is expected to:	Covered in prerequisite classes.
(A)	analyze the impact of an international economy on business activities; and	Covered in prerequisite classes.
(B)	determine the impact of multiculturalism and multigenerationalism on business activities.	Covered in prerequisite classes.
(2)	The student knows the marketing mix. The student is expected to:	clarification
(A)	explain the relationship among goals, tactics, and strategies pertaining to the marketing mix; and	

Commented [TC1]: Change name to "Practicum in Marketing II" to be consistent with other career cluster practicums.

(B)	research illustrate factors that may cause marketing strategies to change.	Increase Bloom's Level
(3)	The student knows the concepts of market and market identification. The student is expected to:	
(A)	research market segmentation trends; and	Covered in prerequisite class.
(B)	analyze types of segmentation in markets.	
(A)	perform market analysis;	Moved from "Practicum in Marketing I" class
(B)	conduct a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis for use in the marketing planning process; and	Moved from "Practicum in Marketing I" class
(C)	create a marketing plan.	Moved from "Practicum in Marketing I" class
(4)	The student knows that the United States free enterprise system offers marketers entrepreneurial opportunities. The student is expected to:	Taught in Entrepreneurship
(A)	portray the importance of the United States free enterprise system in encouraging opportunities for entrepreneurial ventures; and	Taught in Entrepreneurship
(B)	analyze a proposed business plan.	Taught in Entrepreneurship
(5) (4)	The student understands the roles of management knows that management is the process of achieving goals through the use of human resources, technology, and material resources. The student is expected to:	Reworded due to ambiguity.
(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; and	
(E)	model techniques to use in difficult customer relations situations.	Found in (30).
(E)	analyze factors involved in facilities design, maintenance, and improvement.	Moved from (23) (better fit).
(6) (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 journals and periodicals of use to marketers; and	Reflect current resources and terminology.
(B)	explain the role of professional organizations and networking, associations, and labor unions.	Reflect current resources and terminology.
(7)	The student applies mathematical concepts in management. The student is expected to:	Covered in 33.

(A)	make accurate estimates and projections; and	Covered in 33.
(B)	interpret data found in financial reports.	Covered in 33.
(8) (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;	
(B)	<u>understand</u> demonstrate rules of order <u>appropriate protocols</u> in a business meeting;	Reflect current practices and reality. Not essential to marketing skills.
(C)	develop effective business correspondence; and	Taught in "Practicum in Marketing I."
(D)	use technology in receiving and sending business communication.	Taught in "Practicum in Marketing I."
(9)	The student knows how to use self-development techniques and interpersonal skills to accomplish marketing management objectives. The student is expected to:	Repetitive from (35).
(A)	demonstrate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;	Repetitive from (35).
(B)	plan leadership and career development activities; and	Repetitive from (35).
(C)	develop employability skills for advancement.	Repetitive from (35).
(10) (7)	The student knows the importance of emerging trends and technologies in marketing. The student is expected to:	
(A)	discuss trends affecting marketing; <u>and</u>	
(B)	research emerging technologies in marketing; and	
(C)	select and use the tools of information technology in marketing.	Industry used resources unavailable such as a server that tracks what consumers are buying in stores.
(11) (8)	The student knows the impact and value of diversity. The student is expected to:	
(A)	identify the effect of languages other than English on marketing;	Current marketing terminology covers this standard in culture. Repetitive with (11) (B).
(B) (A)	portray how cultural diversity affects marketing; and	
(C) (B)	discover legal responsibilities of diversity.	
(12)	The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:	Taught in "Practicum in Marketing I."
(A)	describe fundamental economic concepts used in marketing;	Taught in "Practicum in Marketing I."

(B)	use information about supply and demand to predict their influence on pricing; and	Taught in "Practicum in Marketing I."
(C)	describe ways in which marketing affects utility.	Taught in "Practicum in Marketing I."
(+3)	The student knows that private enterprise is based on independent decisions by businesses and consumers. The student is expected to:	Covered in Entrepreneurship
(A)	explain ways to increase productivity and profit; and	Covered in Entrepreneurship
(B)	discuss advantages and disadvantages of specialization.	Covered in Entrepreneurship
(+4) (9)	The student knows that gross domestic product, standard of living, consumer price index, and unemployment figures help measure whether an economy is accomplishing its goals. The student is expected to:	
(A)	research and report on the current economic climate with regard to gross domestic product, unemployment, standard of living, and other economic indicators; and	
(B)	depict why the gross domestic product is an accurate indicator of the economic health of a nation.	
(+5)	The student knows that changes in the economy include prosperity, recession, depression, and recovery that may be collectively referred to as the business cycle. The student is expected to:	Taught in "Practicum in Marketing I."
(A)	describe the impact that a business cycle has on an economy;	Taught in "Practicum in Marketing I."
(B)	explain how businesses react to economic changes; and	Taught in "Practicum in Marketing I."
(C)	clarify the impact of government on business activities to make informed economic decisions.	Taught in "Practicum in Marketing I."
(+6) (10)	The student identifies international economic factors that affect marketing planning. The student is expected to:	
(A)	identify strategies for entering international markets; and	
(B)	illustrate cultural, economic, and political factors considered when engaging in international trade.	
(C)	distinguish between imports and exports;	Moved from "Practicum in Marketing I."
(D)	clarify the interdependence of nations;	Moved from "Practicum in Marketing I."
(E)	analyze advantages and disadvantages of international trade;	Moved from "Practicum in Marketing I."
(F)	determine global trade's impact on business decision making;	Moved from "Practicum in Marketing I."
(G)	describe the determinants of exchange rates and their effects on the domestic economy;	Moved from "Practicum in Marketing I."
(H)	discuss the impact of cultural and social environments on global trade; and	Moved from "Practicum in Marketing I."
(I)	interpret labor issues associated with global trade.	Moved from "Practicum in Marketing I."
(+7) (11)	The student identifies marketing research as a specific inquiry to solve a problem. The student is expected to:	

Practicum in Marketing II

(A)	<u>express the importance of marketing research;</u>	
(B)	<u>describe areas of marketing research such as advertising, product, market, and sales;</u>	
(C)	<u>explain the purpose of test marketing;</u>	
(D)	<u>identify trends affecting marketing research; and</u>	
(E)	<u>communicate benefits and limitations of marketing research.</u>	
(18) (12)	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.	
(19)	The student knows the elements and processes of product planning. The student is expected to:	Move to "Practicum in Marketing I"
(A)	explain the nature and scope of product planning;	Move to "Practicum in Marketing I"
(B)	relate product mix strategies to meet customer expectation;	Move to "Practicum in Marketing I"
(C)	identify steps in new product planning; and	Move to "Practicum in Marketing I"
(D)	define the product life cycle.	Move to "Practicum in Marketing I"
(20) (13)	The student knows the importance of branding and extended product features. The student is expected to:	
(A)	define branding elements;	
(B)	explain applicable grades and standards;	Ambiguous terminology.
(C) (B)	distinguish between warranties and guarantees; and	
(D) (C)	design a product package, brand, and label.	
(21) (14)	The student analyzes the laws and regulations that affect new products development . The student is expected to:	Widen scope.
(A)	differentiate among laws, regulations, and self-regulatory measures for new products development; and	Widen scope.

(B)	break down consumer protection provisions of government agencies; and	Repetitive with (21)(C).
(C) (B)	clarify how business is affected by government regulation of consumer protection.	
(22) (15)	The student knows that advertising is the paid form of nonpersonal communication of an identified sponsor's products. The student is expected to:	
(A)	calculate the cost-effectiveness of media; and	
(B)	create an advertising campaign.	
(23)	The student knows that the physical environment of a business should project a positive image. The student is expected to:	Repetitive in (5).
(A)	evaluate image; and	Repetitive in (5).
(B)	analyze factors involved in facilities design, maintenance, and improvement.	Move to 5.
(24) (16)	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)	demonstrate verbal skills in marketing communications;	Found in (8). (Repetitive)
(C) (B)	distinguish activities that would encourage positive public relations; and	
(D) (C)	analyze potential impact of publicity and offer possible strategies for dealing with its impact.	
(25)	The student knows that sales promotion activities or materials offer customers a direct incentive to buy. The student is expected to:	Taught in "Practicum in Marketing I."
(A)	catalog examples of sales promotion materials; and	Taught in "Practicum in Marketing I."
(B)	analyze how sales promotion materials encourage sales.	Taught in "Practicum in Marketing I."
(26) (17)	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.	
(27)	The student knows that businesses need goods and services for daily operation. The student is expected to:	Covered in (26).
(A)	analyze the selection of goods and services based on a business' operational needs; and	Covered in (26).

(B)	compare and contrast terms offered by suppliers.	Covered in (26).
(28) (18)	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.	
(29) (19)	The student knows methods to determine client needs and wants and responds through planned, personalized communication to influence purchase decisions and enhance future business opportunities. The student is expected to:	
(A)	acquire a foundational knowledge of selling to understand its nature and scope;	
(B)	explain how product knowledge is essential to communicate product benefits to ensure appropriateness of product for the customer;	
(C)	diagram sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales; and	
(D)	prepare and deliver a sales presentation.	
(30) (20)	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.	
(31) (21)	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.	
(32) (22)	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;	
(B)	participate in career-related training or degree programs; and	
(C)	prepare for licensure or certification in a chosen occupational area.	No industry demanded certifications.

(33) (23)	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.	
(34) (24)	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.	
(35) (25)	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 equality;	
(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.	

§130.xx. Practicum in Marketing Field Experience (One Credit).		
TEKS with edits		Committee Comments
(a)	<u>General requirements.</u> This course is the recommended corequisite course for students enrolled in Practicum in Marketing I or II. Grades 11 or 12	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further education and succeed in current or emerging professions.</u>	
(2)	<u>The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.</u>	
(3)	<u>Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid field experience for students participating in a coherent sequence of career and technical education courses in marketing education.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrates punctuality;</u>	
(B)	<u>demonstrates appropriate dress for the work place;</u>	
(C)	<u>takes initiative;</u>	
(D)	<u>properly maintains and handles equipment;</u>	
(E)	<u>demonstrates dependability;</u>	
(F)	<u>completes assigned task with minimal supervision;</u>	
(G)	<u>produces work according to employers expectations;</u>	
(H)	<u>communicates effectively with supervisors, other employees and customers;</u>	
(I)	<u>handles feedback appropriately; and</u>	
(J)	<u>maintains acceptable employment.</u>	

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