

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

Subchapter N. Marketing

Statutory Authority: The provisions of this Subchapter N issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.0022, and 28.025, unless otherwise noted.

§130.381. Implementation of Texas Essential Knowledge and Skills for Marketing, Adopted 2015.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the ~~2017~~ 2017-
school year.
- (b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§~~130.380~~ 130.381 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§~~130.380~~ 130.381 of this subchapter shall be implemented beginning with the ~~2017~~ 2018 school year and apply to the ~~2018~~ 2018 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner

- (C) identify the role of professional organizations, trade associations, and labor unions in the advertising industry.
- (7) The student understands the importance of selling in the advertising industry. The student is expected to:
- (A) explain how selling contributes to the success of an advertising agency; and
 - (B) employ the steps of selling, including prospecting, pre

- (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) create presentations using appropriate media to inform audiences; and
- (B) exhibit public relations skills to increase customer satisfaction.
- (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; and
- (B) describe activities of each channel member in the fashion industry.
- (6) The student knows the marketing information system. The student is expected to:
- (A) define the purpose of marketing information systems;
- (B) identify limitations of marketing research;
- (C) explain how inventory can be managed by using tools such as social systems, just in-time strategies, and radio frequency identification (RFID) technology;
- (D) analyze data used to make accurate retail forecasts.
- (7) The student knows concepts and strategies used in determining and adjusting prices to maximize return and meet customers' 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.
- (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 strategies to create maximum sales.

- (B) demonstrate knowledge of the fashion buying process such as preparing a buying plan, completing purchase orders, and processing invoices.
- (11) The student demonstrates an understanding of concepts and actions to determine client needs and wants. The student is expected to:
- (A) acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer; and
 - (B) employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
- (12) The student knows the nature and scope of fashion. The student is expected to:
- (A) explain the importance of fashion;
 - (B)

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customer and consumer buy to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) communicate effectively with others using speaking, listening, and writing skills;

(B) demonstrate professional standards/employability skills as required by business and industry.

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- (C) demonstrate steps in the selling process using sports and entertainment products;
 - (D) explain the importance of ticket sales; and
 - (E) develop a ticket sales strategy for a sports and entertainment product.
- (12) The student identifies the nature and scope of sports and entertainment marketing. The student is expected to:
- (A) research and explain the history of sports and entertainment as an industry and how it impacts today's marketplace;
 - (B) identify sports and entertainment marketing terms;
 - (C) list major environmental influences on sports and entertainment demand;
 - (D) define sports marketing and entertainment marketing;
 - (E) explain topics, including legislation and ethics, that impact sports and entertainment marketing;
 - (F) research trends and emerging technologies affecting the sports and entertainment marketing industry; and
 - (G) explain the concept of competition for discretionary income.
- (13) 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; and
 - (B) differentiate between buying habits and buying preferences.
- (14) 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;
 - (B) list and describe businesses related to sports and entertainment; and
 - (C) distinguish between the different roles in sports and entertainment marketing.
- (15) The student identifies reasons a sports and entertainment business would use marketing. The

- (7) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;
 - (B) develop short and long-term personal goals;
 - (C) identify and use time management principles; and
 - (D) participate in leadership and career development activities.
- (8) The student applies information technology as an effective marketing tool. The student is expected to:
- (A) identify social media trends in marketing;
 - (B) identify ways that technology impacts business;
 - (C) apply web search skills;
 - (D) demonstrate word processing skills;
 - (E) use database applications; and
 - (F) execute spreadsheet applications.

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

- (B) conduct technical research to gather information necessary for decision making; and
 - (C) analyze elements of a problem to develop creative and innovative solutions.
- (4) The student understands and applies proper safety and security techniques in the workplace. 5.5 (a)9.9 (c)

- (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer service skills.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
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- (E) model techniques to use in difficult customer relations situations; and
- (F) analyze factors involved in facilities design, maintenance, and improvement.
- (5) The student identifies the need for professional and career development. The student is expected to:
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- (A) explain sales and financial quotas;
 - (B) identify types of information contained in sales records; and
 - (C) exhibit proper procedures for maintaining sales records.
- (19) The student prepares for employment in a particular career field. The student is expected to:
- (A) identify training, education, and certification requirements for occupational choice; and
 - (B) research career-related training or degree programs.
- (20) The student demonstrates mathematics knowledge and skills required to pursue a career in postsecondary education and career opportunities. The student is expected to:
- (A) demonstrate use of relational expressions such as equal to, not equal to, greater than, and less than;
 - (B) apply data and measurements to solve a problem;
 - (C) analyze mathematical problem statements for missing or irrelevant data;
 - (D) construct charts, tables, and graphs from functions and data; and
 - (E) analyze data when interpreting operational documents.
- (21) The student applies ethical reasoning to a variety of workplace situations in order to make ethical decisions. The student is expected to:
- (A) weigh alternative responses to workplace situations based on legal responsibilities and employer policies;
 - (B) weigh alternative responses to workplace situations based on personal or professional ethical responsibilities;

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