Mississippi Curriculum Framework

Postsecondary Business and Marketing Management and Related Technology - Fashion Merchandising
(Program CIP: 52.1401 – Marketing/Marketing Management, General)
(Program CIP: #52.1902 – Fashion Merchandising)

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National MBA Curriculum Standards

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Related Academic Standards


21st Century Skills

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Standards in this document are based on information from the following organizations:

|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
Preface

Fashion Merchandising Research Synopsis

Postsecondary Business and Marketing Management and Related Technology

Research Synopsis

Fashion merchandising jobs require a blend of fashion, marketing, and business expertise. Fashion merchandising incorporates all of the processes in the fashion business ranging from producing, product development, promoting, and buying and selling fashion items, such as clothing, accessories, jewelry, cosmetics, and shoes. Essentially, fashion merchandisers select items to purchase that are then sold in their stores, creatively display products to customers, and develop other strategies to resourcefully market their merchandise. A fashion merchandiser may work for a textile manufacturer, a designer, or a fashion retail store.

Some of the skills needed to be successful in fashion merchandising are an understanding of consumers’ wants and needs and knowledge of current fashion trends as well as the ability to forecast future trends. Fashion merchandisers should also have excellent communication and analytical skills and an understanding of colors, patterns in fabrics, and the psychology and behavior of consumers. Computer skills are essential, and the capacity to work in an ever-changing digital marketing environment is becoming increasingly vital as more marketing, product promotion, and advertising is done through the Internet, social media, and mobile-connected devices (Bureau of Labor Statistics, 2010-2011; Johnson, 2012). Also, the ability to communicate across a variety of mediums and to a diverse and global customer base may open up employment opportunities in many rapidly growing areas around the country (Moeller & Harvey, 2011; Linde, 2010; Stelzer, 2011).

Articles, books, Web sites, and other materials listed at the end of each course in Appendix A were considered during the revision process. MarkEd, American Marketing Association, and Delta Epsilon Chi Specific journals, articles, and sources were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included dependability, a respectful attitude, initiative, and a desire to succeed in this field. Occupational-specific skills stated included computer knowledge, communication skills, and customer service skills. Safety practices emphasized included workplace security, legal issues, and ethical issues.

Instructors from colleges throughout the state were also asked to give input on new resources, technologies, equipment, and curricular changes to be made to the curriculum framework. Marketing program. Specific comments related to these needs included statements from Advisory Committee members including adding more emphasis on math skills and personal communication skills. TV, radio, and print studios, tablet computers, backlit drafting tables and graphic design software. Changes suggested for the curriculum included adding changing the core
courses and added emphasis on social media marketing, research and analysis, and integrating the use of tablet computers.

**Needs of the Future Workforce**

The volume of marketing jobs in general tends to ebb and flow with the economic cycle. The overall growth rate for employment in marketing jobs in Mississippi is expected to increase by 13% through 2021. Marketing jobs associated with fashion marketing course, adding merchandising are expected to increase by 8%. This is slightly better than the national growth rate of 7%. According to the Occupational Outlook Handbook, the number of jobs in fashion merchandising is going to be stable in the near future. The nature of those jobs may change because of the influx of couture fashion Web sites. Although there will always be a need for someone with a keen eye and experience on the sales floor in brick-and-mortar establishments, social media marketing experience will be vital in order to thrive in this field (Linde, 2010; Stelzer, 2011). Fashion merchandising careers traditionally attract more applicants than available positions, and applicants with education and experience in fashion merchandising are more appealing to employers.

**Fashion Merchandising Employment Projections and Earnings**

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<tr>
<th>Region</th>
<th>2012 Jobs</th>
<th>2021 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>2012 Average Hourly Earnings</th>
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</thead>
<tbody>
<tr>
<td>Regional Total</td>
<td>11,947</td>
<td>12,855</td>
<td>908</td>
<td>8%</td>
<td>3,743</td>
<td>$23.00</td>
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<tr>
<td>National Total</td>
<td>1,800,966</td>
<td>1,923,401</td>
<td>122,435</td>
<td>7%</td>
<td>526,760</td>
<td>$28.20</td>
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**Curriculum**

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw Hill LLC Tests of Adult Basic Education, Forms 7 and 8 Academic Standards
- 21st Century Skills
- National Marketing Education Standards

**National MBA Curriculum Standards**

The National MBA Curriculum Standards have been adopted by most states because of the extensive and continuing research and industry validation from which these standards are derived. These standards are used extensively by DECA and, to a lesser degree, by other student organizations. The standards for business and marketing provide insight into what business leaders view as important to the success of employees at various levels and in various specialties. Copyright 2008, Marketing Education Resource Center.

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific
changes made to the curriculum during the September 24 to 26, 2007 February 2, 2012, curriculum revision webinar included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- Specific additions or deletions occurred for the following:
  - Fashion Marketing was merged with Business and Marketing Management Technology to create Postsecondary Business and Marketing Management and Related Technology.
  - Marketing I (MMT 1113) was renamed Principles of Marketing (MMT 1113). The competencies and objectives were rewritten to meet Marketing Education National Standards.
  - Marketing II (MMT 1123) was renamed Marketing Management (MMT 1123). It was changed from a core course to an elective. Competencies and objectives were rewritten to meet the Marketing Education National Standards.
  - Salesmanship (MMT 1313) was renamed Personal Selling (MMT 1313). It was changed from a 2-hr lecture and 2-hr lab to a 3-hr lecture course.
  - Advertising (MMT 1323) was changed from a 2-hr lecture and 2-hr lab to a 3-hr lecture course.
  - Merchandising Math (MMT 1413) was changed from a 2-hr lecture and 2-hr lab to a 3-hr lecture course.
  - The option to offer more than one section was added to Marketing Seminar (MMT 1753): Marketing Seminars I, II, III, and IV (MMT 1711, 1721, 1731, and 1741). Competencies and objectives for 1 and 2 were combined to create one competency with objectives.

- Management
  - Renamed FMT 1313 from Textiles in Fashion to Fundamentals of Textiles.
  - Renamed FMT 1233 from Buying to Buying Fundamentals.
  - Renamed FMT 2613 from Fashion Sales Direction to Fashion Show Production.
  - Moved FMT 1223 Product Knowledge to core.
  - Moved MMT 2423 Retail Management to core.
  - Moved MMT 1323 Advertising to an elective.
    - Moved MMT 2213 was renamed Principles of Management (MMT 2213). Competency 1 and objectives were updated. The word organizational was included in the description to describe the type of management.

- Human Resource Management (MMT 2233) competency 3 was omitted, and competency 2 was updated. It was changed from a core to an elective course.
  - Marketing Management Decision Making (MMT 2243) was renamed to Marketing Case Studies (MMT 2243). It was changed from a 2-hr lecture and 2-hr lab to a 3-hr lecture course.
  - E-Commerce Marketing (MMT 2313) was changed from a 2-hr lecture and 2-hr lab to a 3-hr lecture course. It was changed from a core to an elective course.
  - Internet Marketing (MMT 2323) was omitted.
  - Multimedia Presentations (MMT 2333) objective 2a was added.
  - Retail Management (MMT 2423) competency 1 and objectives were updated. Competencies 2 and 3 were rewritten.
  - Entrepreneurship (MMT 2513) objectives 1d and 1e were added. Competency 2 and objectives were updated.
  - Event Marketing (MMT 2523) was renamed to Event Management (MMT 2523). Competencies and objectives were updated and reworded.
  - Purchasing/Supply Management (MMT 2533) was omitted.
International Marketing (MMT 2613) was changed to an elective and is not an option as a core course.

Supervised Work Experience in Business and Marketing Management (MMT 291[1-6]) was renamed to Internship in Business and Marketing Management Technology (MMT 291[1-6]). Competency 2 was omitted, competencies 3 and 4 were combined, and competency 5 was omitted. Work-Based Learning Coordinator was removed from the prerequisite.

Fashion Design Fundamentals (FMT 1113) was changed to an elective.

Fashion Marketing (FMT 1213) was changed to an elective.

Buying (FMT 1233) was changed to an elective.

Textiles in Fashion (FMT 1213) was changed to an elective.

Visual Merchandising (FMT 2414) was changed to an elective.

Image and Wardrobe Consulting (Moved MMT 1313 Selling to an elective.

Created the course FMT 2623 Fashion Forecasting

Created the course FMT 2513) was changed to an elective.

Supervised Work Experience in 292(1-6) Fashion Marketing Technology (FMT 2913, 2923, and 2936) was renamed to Internship in Fashion Marketing Technology (FMT 2913, 2923, and 2926). Competency 2 was removed, and competencies 3 and 4 were combined and rewritten Cooperative Education.

The Recommended Tools and Equipment list was updated.

Assessment

Students will be assessed using the *Marketing Management Technology CPASMS-CPAS2 Assessment*, unless an alternative assessment is approved.

Students are assessed using the Fashion Merchandising MS-CPAS2 test. The MS-CPAS2 blueprint can be found at [http://www.rcu.msstate.edu/](http://www.rcu.msstate.edu/).

a. A student’s technical skill attainment for completion of the Career Certificate will be assessed utilizing the MSCPAS Career Certificate (Y1) assessment score.

b. A student’s technical skill attainment for the Technical Certificate and/or the Associate of Applied Science degree will be assessed utilizing the student’s MSCPAS Career Certificate (Y1) assessment and MSCPAS Technical Certificate (Y2) assessment.

c. Timing of Y1 and Y2 Assessments:

   a. A student may complete the Y1 assessment upon application for the Career Certificate.

   b. A student may complete the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged.)

   c. A student may complete both the Y1 and the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged.

If there are questions regarding assessment of this program, please contact the Instructional Design Specialist at the Research and Curriculum Unit at 662.325.2510.

**Professional Learning**

It is suggested that instructors participate in professional learning related to the following concepts:
How to use the program Blackboard® site

Professional organizations – To network, stay current, and obtain resources and new ideas
  o DECA – http://www.deca.org
  o National Business Education Association (NBEA) – http://www.nbea.org/
  o Mississippi Business Education Association (MBEA) – http://www.ms-mbea.org/
  o American Marketing Association (AMA) – http://www.marketingpower.com/Pages/default.aspx
  o SEMPO – http://www.sempo.org/
  o Direct Marketing Association (DMA) – http://www.the-dma.org/index.php
  o Word of Mouth Marketing Association (WOMMA) – http://womma.org/main/
  o eMarketing Association (eMA) – http://www.emarketingassociation.com/
  o Email Experience Council (EEC) – http://www.emailexperience.org/

Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html, and click on Differentiated Instruction. Work through this online course and review the additional resources.


Related Academics – To learn more about Related Academics, please go to http://www.ctb.com/ctb.com/control/main?p=home and click on the TABE logo and learn about the most updated standards of the TABE exam.

Program Exceptions

No program exceptions exist at this time.

Articulation

Articulated Secondary Course Articulated Postsecondary Course

| [S] – Marketing (CIP: 52.1801) | To be incorporated after Articulated Courses are Validated by Postsecondary CTE, |

Statewide Articulation

Statewide Articulated Credit from secondary programs to postsecondary programs are outlined in the Mississippi Statewide Articulation Agreement that is revised annually and posted to the Mississippi Community College Board Career and Technical Education website (http://www.mccb.edu/CareerTechEdu/ctDefault.aspx)

The following guidelines apply to CTE secondary to CTE postsecondary statewide articulated credit:
Eligibility

To be eligible for articulated credit, a student must:

• Complete the articulated Secondary Career and Technical Education Program
• Score an 80 percent or higher on the Mississippi Career Planning and Assessment System (MS-CPAS2) in their secondary program of study

To be awarded articulated credit, a student must:

• Enroll in the community or junior college within 18 months of graduation
• Articulated courses are transcribed immediately upon enrollment at a community college

How MS-CPAS2 will be documented

• The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS2 scores, CIP Codes, district codes, secondary pathway name, and college numbers (identified by each student as colleges of interest) to Mississippi Department of Education to place on student transcripts.
• The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS2 scores, CIP Codes, district codes, and college number to the MCCB.
• The MCCB will forward the list of students eligible for articulated credit to the colleges.

Transcripting of Articulated Credit

• Articulated credit will be transcripted immediately upon college enrollment
• No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points)

Time Limit

• MS-CPAS2 scores will be accepted to demonstrate competencies for up to 18 months after high school graduation

Cost

• No costs will be assessed on hours earned through articulated credit
Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local vocational career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st Century Skills are adapted in part from the 1991 report from the U.S. Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), were a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community/and junior colleges in reporting students
Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students

Classification – Courses may be classified as the following:
  - Vocational Career–technical core – A required vocational career–technical course for all students
  - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  - Vocational Career–technical elective – An elective vocational career–technical course.
  - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
  - Academic core – An academic course that is required as part of the requirements for an associate’s degree

Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course

Corequisites – A listing of courses that may be taken while enrolled in the course

Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed and/or revised
  - Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational career–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational career–technical programs
• Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas.

• Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses AND a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

• Programs that offer an Associate of Applied Science Degree must include completion in associate programs, the component constitutes a minimum of 15 semester credit hours of the academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  - 3 semester credit hours Math/Science Elective
  - 3 semester credit hours or the equivalent. These credit hours Written Communications Elective
  - 3 semester credit hours Oral Communications Elective
  - 3 semester credit hours Humanities/Fine Arts Elective
  - 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational–technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

• Technical elective courses have been included to allow community colleges to customize programs to meet the needs of industries and employers in their area. Natural science/mathematics.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

• Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
• Revising or extending the suggested objectives for individual competencies.
• Adjusting the semester credit hours of a course to be up one hour or down one hour (after informing the State Board for Mississippi Community and Junior Colleges [SBCC] of the change).
In addition, the curriculum framework as a whole may be customized by doing the following:

- **Resequencing**: Sequencing courses within the suggested course sequence, reflecting the new assessment format.
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC/MCCB approval).
- Utilizing the technical elective options in many of the curricula to customize programs.
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.
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<td>139</td>
</tr>
<tr>
<td>Appendix A: Course References</td>
<td>142</td>
</tr>
<tr>
<td>Appendix B: Standards for Fashion Merchandising</td>
<td>144</td>
</tr>
<tr>
<td>Appendix C: Related Academic Standards</td>
<td>146</td>
</tr>
<tr>
<td>Appendix D: 21st Century Skills</td>
<td>153</td>
</tr>
</tbody>
</table>
Program Description

Business and Marketing Management Technology

The Business and Marketing Management Technology program of study is designed to provide specialized occupational instruction in all phases of marketing management including e-business, international marketing, and multimedia presentations. This program prepares students for careers in dynamic marketing professions. A combination of class work and practical experience is stressed. Completion of the two-year program leads to an associate’s degree in Applied Science.

Fashion Marketing Technology

The Fashion Marketing Technology program of study is designed to provide specialized instruction in all phases of fashion marketing in order to prepare students for careers in the fashion industry, such as a sales manager, wardrobe consultant, buyer, wholesale market representative, visual merchandiser, and fashion director. A combination of class work and practical experience is stressed. A Certificate of Fashion Marketing may be issued at the discretion of the local district. The associate’s degree is earned upon successful completion of the Fashion Marketing Technology program.

Career certificate and technical certificate options are embedded in the program that can be stacked as a student progresses through the program; allowing them to develop a “portfolio” of credentials that will serve them even if they do not complete a full degree program. These certificates, each of which will build upon the other, ultimately stack into an Associate of Applied Science degree in Fashion Merchandising.
**Suggested Course Sequence**

**Business and Marketing Management Technology**

**FIRST YEAR**

**Fashion Merchandising**

Career Certificate Option

A Career Certificate will be awarded upon completion of the required courses for the Career Certificate option in Fashion Merchandising.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FMT 1213</td>
<td>*Fashion Marketing</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>*FMT 2513</td>
<td>*Image and Wardrobe Consulting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>*FMT 1223</td>
<td>*Product Knowledge</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>FMT 1313</td>
<td>Fundamentals of Textiles</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 1113</td>
<td>Principles of Marketing</td>
<td>3 sch: 3 hr lecture</td>
</tr>
</tbody>
</table>

Approved Career-Technical Electives 15 sch

Total Semester Credit Hours for a Career Certificate 30 sch

The MSCPAS2 Y1 test will be administered upon completion of the above courses.

*These course competencies will be assessed using the MSCPAS2 Y1 test.*

Students who lack entry level skills in math, English, science, etc. will be provided related studies.

<table>
<thead>
<tr>
<th>3 sch</th>
<th>Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social/Behavioral Science Elective</td>
</tr>
<tr>
<td></td>
<td>Accounting Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>3 sch</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|  |  | 3-sch Principles of Management (MMT 2213)**
|  | 15 sch |  |
SECOND YEAR

Suggested Course Sequence

Fashion Merchandising

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all required Career Certificate courses AND the following required Technical Certificate courses in the Fashion Merchandising program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>sch</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FMT 2414</td>
<td>Visual Merchandising</td>
<td>4</td>
<td>2- hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>*FMT 1113</td>
<td>Fashion Design Fundamentals</td>
<td>3</td>
<td>2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>*MMT 2423</td>
<td>Retail Management</td>
<td>3</td>
<td>3 hr lecture</td>
</tr>
<tr>
<td>FMT 1233</td>
<td>Buying Fundamentals</td>
<td>3</td>
<td>2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td></td>
<td>Approved Career-Technical Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Technical Certificate</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

The MSCPAS2 Y2 test will be administered upon completion of the above courses.

*These course competencies will be assessed using the MSCPAS2 Y2 test.

**These are the minimum credit hours of approved career-technical electives needed to meet the 45-hour requirement; however, it is understood that there will be cases when students will have a surplus of credit hours because most approved career-technical electives exceed the minimum credit hours required.
3-sch
________
Marketing Management
(MMT 1123)

3-sch E-
Commerce Marketing
(MMT 2313)

3-sch
________
Math/Science Elective

3-sch
________
Restricted Elective†

3-sch
________
MMT/FMT Elective‡

3-sch
________
Humanities/Fine Arts Elective

15-sch

3-sch—Human Resource Management (MMT 2233)****

3-sch—Legal Environment of Business I (BAD 2413)

3-sch—MMT/FMT Elective‡

3-sch—Restricted Elective‡

3-sch—Humanities/Fine Arts Elective
Students who lack entry level skills in math, English, science, and so forth will be provided related studies.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics (Macroeconomics) (ECO 2113)</td>
<td></td>
</tr>
<tr>
<td>Principles of Economics (Microeconomics) (ECO 2123)</td>
<td></td>
</tr>
<tr>
<td>Internship in Business and Marketing Management Technology (MMT 291[1-6])</td>
<td></td>
</tr>
<tr>
<td>Work-Based Learning I, II, III, IV, V, and VI (WBL 191[1-3], WBL 192[1-3], WBL 193[1-3], WBL 291[1-3], WBL 292[1-3], and WBL 293[1-3])</td>
<td></td>
</tr>
</tbody>
</table>

Or other instructor-approved related technical course or academic course
Suggested Course Sequence

**Fashion Merchandising-Math (MMT-1413)**

- Marketing Seminar (MMT-1753)
- Marketing Seminar I, II, III, and IV (MMT-1711, MMT-1721, MMT-1731, MMT-1741)
- Marketing Case Studies (MMT-2243)
- Multimedia Presentations for Marketing (MMT-2333)
- Marketing Web Page Design (MMT-2343)
- Retail Management (MMT-2423)
- Entrepreneurship (MMT-2513)
- Event Management (MMT-2523)
- International Marketing (MMT-2613)
- Fashion Design Fundamentals (FMT-1113)
- Fashion Marketing (FMT-1213)
- Product Knowledge (FMT-1223)
- Buying (FMT-1233)
- Textiles in Fashion (FMT-1313)
- Visual Merchandising (FMT-2414)
- Image and Wardrobe Consulting (FMT-2513)
- Fashion-Sales Direction (FMT-2613)

*** Hospitality Supervision (HRT-2613) may be substituted for Principles of Management (MMT-2213).

**** Hospitality Human Resource Management (HRT-2623) may be substituted for Human Resources Management (MMT-2233).

***** Marketing Hospitality Services (HRT-2713) may be substituted for Marketing Management (MMT-1123).
Note: Business and Marketing Management Technology Lab (MMT-1000) is sometimes used as an optional open lab for all lab assignments in the program.
Suggested Course Sequence

Fashion Marketing Technology

FIRST YEAR

Associate of Applied Science Degree Option

To receive the Associate of Applied Science Degree in Fashion Merchandising, a student must complete all of the required Career Certificate courses, Technical Certificate courses AND a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and career-technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

Section 2.7.3  For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

A student must complete the following minimum credit requirements for the AAS Degree Option:

Career Certificate  30 credits minimum

Technical Certificate  15 credits minimum

General Education Core Courses  15 credits minimum
SECOND YEAR

Approved career-technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies.
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change).

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence to reflecting the new assessment format.
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval).
- Adding courses listed in the “Approved Career-Technical Electives” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career-Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMT 2613</td>
<td>Fashion Show Production</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>FMT 2623</td>
<td>Fashion Forecasting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>FMT 291(1-6)</td>
<td>Internship in Fashion Marketing</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>FMT 292(1-6)</td>
<td>Fashion Cooperative Education</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td>MMT 1123</td>
<td>Marketing Applications</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 1313</td>
<td>Selling</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>3 sch</td>
<td>Humanities/Fine Arts Elective</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Visual Merchandising (FMT 2414)</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Restricted Elective†</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Math/Science Elective</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>MMT/FMT Elective‡</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16 sch 1323</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MMT 1413</th>
<th>Merchandising Math</th>
<th>3 sch: 3 hr lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMT 171(1-3)</td>
<td>Marketing Seminar I, II, III, IV and V</td>
<td>1-3 sch: 2-6 hr lab</td>
</tr>
<tr>
<td>MMT 172(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 173(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 174(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 175(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 2213</td>
<td>Principles of Management</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 2233</td>
<td>Human Resources Management</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>Code</td>
<td>Course</td>
<td>Hours</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>MMT 2243</td>
<td>Marketing Case Studies</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2313</td>
<td>E-Commerce Marketing</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2333</td>
<td>Multimedia Presentations for Marketing</td>
<td>3 sch: 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>MMT 2343</td>
<td>Marketing Web Page Design</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 2513</td>
<td>Entrepreneurship</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2523</td>
<td>Event Management</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 2613</td>
<td>International Marketing</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 291(1-6)</td>
<td>Internship in Marketing Management</td>
<td>1-6 sch: 3- to18-hr externship</td>
</tr>
<tr>
<td>MMT 292(1-6)</td>
<td>Marketing Cooperative Education</td>
<td>1-6 sch: 3- to18-hr externship</td>
</tr>
<tr>
<td>BOT 1133</td>
<td>Microcomputer Applications</td>
<td>3 sch: 3-hr lecture OR 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>BOT 1313</td>
<td>Applied Business Math</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>BOT 2813</td>
<td>Business Communications</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>CAT 1113</td>
<td>Graphic Design and Production</td>
<td>3 sch: 6 hr. lab</td>
</tr>
<tr>
<td>CPT 1323</td>
<td>Survey of Microcomputer Applications</td>
<td>3 sch: 2 hr. lecture, 2 hr. lab</td>
</tr>
<tr>
<td>LET 1113</td>
<td>Intro to Law</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MDT 1244 COM 2483</td>
<td>Principles of Mass Communication</td>
<td>4 sch: 4 hr. lecture</td>
</tr>
<tr>
<td>WBL 191(1-3)</td>
<td>Work-Based Learning</td>
<td>1-3 sch: 3-9 hr. externship</td>
</tr>
<tr>
<td>WBL 192(1-3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other instructor approved electives that are listed in the MCCB approved CTE Uniform Course Numbering document.

* Students who lack entry level skills in math, English, science, and so forth will be provided related studies.

† Internship in Fashion Marketing Technology (FMT 2913)
   Internship in Fashion Marketing Technology (FMT 2923)
   Internship in Fashion Marketing Technology (FMT 2936)
   Work-Based Learning I, II, III, IV, V, and VI (WBL 191[1-3], WBL 192[1-3], WBL 193[1-3], WBL 291[1-3], WBL 292[1-3], and WBL 293[1-3])
   Or other instructor approved related technical course or academic course

‡ Merchandising Math (MMT 1413)
   Marketing Seminar (MMT 1753)
   Marketing Seminar I, II, III, and IV (MMT 1711, MMT 1721, MMT 1731, MMT 1741)
   Marketing Case Studies (MMT 2243)
   Multimedia Presentations for Marketing (MMT 2333)
   Marketing Web Page Design (MMT 2343)
   Retail Management (MMT 2423)
   Entrepreneurship (MMT 2513)
   Event Management (MMT 2523)
   International Marketing (MMT 2613)
   Product Knowledge (FMT 1223)
Fashion Sales Direction (FMT 2613)

Accounting Elective

Other instructor approved related technical course or academic course

Note: Business and Marketing Management Technology Lab (MMT 1000) is sometimes used as an optional open lab for all lab assignments in the program.
Business and Marketing Management Courses

Course Name: Principles of Marketing

Course Abbreviation: MMT-1113

Classification: Vocational-Technical Core

Description: Study of principles and problems of marketing goods and services and methods of distribution from producer to consumer. Types, functions, and practices of wholesalers and retailers and efficient techniques in the development and expansion of markets. (3 sch: 3-hr lecture)

Prerequisite: None

APPROVED ACADEMIC ELECTIVES FOR FASHION MERCHANDISING

Competencies and Suggested Objectives

ECO 2113

Principles of Macroeconomics 3 sch: 3 hr lecture

ECO 2123

1. Explore each facet of the marketing mix and marketing strategies.
   a. Explain the definition of marketing and its’ place in the free-enterprise system.
   b. Identify and analyze career opportunities in marketing.
   c. Identify and analyze the external and internal influences that affect marketing decisions.
   d. Identify each element of the marketing mix: price, product, place, and promotion.
   e. Identify and contrast marketing strategies used for the consumer and industrial or business markets.
   f. Analyze appropriate target markets, segmentation strategies, and positioning.
g. Determine classifications of goods and services within the appropriate stage of the product life cycle.

Contrast the industrial market with the consumer market, including the marketing of goods, services, or ideas. Principles of Microeconomics

2. Apply the concepts of economics within marketing activities.

   a. Explain and analyze the effect of supply and demand on the marketing variables.
   
   b. Determine appropriate criteria and stages in the development of new products.
   
   c. Explain pricing strategies for new product development.

Explain concepts of marketing research. Other instructor approved electives that are listed in the MCCB approved Academic Uniform Course Numbering document.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain the nature of marketing strategies.

ME15 — Interpret the impact of supply and demand on price.

ME18 — Explain the concept of productivity.

ME21 — Identify employment opportunities in marketing and business.

ME22 — Utilize resources that can contribute to professional development.

ME23 — Explain the relationship between customer service and distribution.

ME24 — Select distribution channels and channel members.

ME28 — Determine the need for marketing information.

ME33 — Plan a product and service mix.

ME35 — Select materials, products, or services to purchase.

ME36 — Describe factors used by marketers to position products and businesses.
ME41—Develop an understanding of customers and clients.

ME43—Determine and minimize risks in selling to a customer.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

M2—Subtraction of Whole Numbers (no regrouping, regrouping)

M3—Multiplication of Whole Numbers (no regrouping, regrouping)

M4—Division of Whole Numbers (no remainder, remainder)

M5—Decimals (addition, subtraction, multiplication, division)

M6—Fractions (addition, subtraction, multiplication, division)

M7—Integers (addition, subtraction, multiplication, division)

M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)

A6—Geometry (angles, Pythagorean theory)

A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)

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21st Century Skills

CS1—Global Awareness
CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
CS4—Information and Communication Skills
CS5—Thinking and Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Marketing Management

Course Abbreviation: MMT 1123

Classification: Vocational-Technical Core

Description: A project based course as a continuation of MMT 1113. (3 sch: 3-hr lecture)

Prerequisite: Principles of Marketing (MMT 1113)

Competencies and Suggested Objectives

1. Expand and evaluate the critical trends and issues in the field of marketing.
   a. Identify and analyze the steps in a typical marketing plan.
   b. Develop written communication skills through the creation of a marketing plan.
   c. Calculate risks, finances, and opportunities required in a typical marketing plan.
   d. Determine marketing strategy effectiveness.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain the nature of marketing strategies.

ME4 — Monitor variables associated with business risk.

ME6 — Identify potential business ventures based on community, market, and opportunity analyses.

ME8 — Communicate clearly and concisely in writing.

ME9 — Use appropriate technology to facilitate marketing communications.

ME10 — Make decisions.

ME14 — Explain the concept of economic resources.

ME16 — Identify factors affecting a business’s profit.

ME17 — Determine factors affecting business risk.

ME23 — Explain the relationship between customer service and distribution.

ME25 — Describe the role of financing in marketing and business endeavors.

ME27 — Use budgets to meet the financial needs of a business.
ME28—Determine the need for marketing information.
ME29—Analyze the environments in which businesses operate.
ME30—Demonstrate procedures for gathering marketing information using technology.
ME31—Determine pricing objectives, policies, and strategies.
ME33—Plan a product and service mix.
ME35—Select materials, products, or services to purchase.
ME36—Describe factors used by marketers to position products and businesses.
ME41—Develop an understanding of customers and clients.
ME44—Utilize strategies to build and maintain a clientele.

**Related Academic Standards**

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
M1—Addition of Whole Numbers (no regrouping, regrouping)
M2—Subtraction of Whole Numbers (no regrouping, regrouping)
M3—Multiplication of Whole Numbers (no regrouping, regrouping)
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb-agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)
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21st Century Skills

CS1—Global Awareness
CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
CS4—Information and Communication Skills
CS5—Thinking-and-Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills
SUGGESTED REFERENCES


Course Name: Personal Selling

Course Abbreviation: MMT-1313

Classification: Vocational-Technical Core

Description: Basic principles and techniques of professional sales and their practical application. Topics include basic elements of consumer behavior, developing selling strategies, closing and servicing a sale, and developing consumer relations. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Identify and execute effective promotion through personal selling.
   a. Identify the various selling positions available and the duties and responsibilities of each.
   b. Identify the personality traits and qualifications needed by successful salespeople, including honesty and business ethics.
   c. Determine the steps in the buying process.
   d. Apply those steps to the selling process.
   e. Apply appropriate responses to rejections depending upon psychological types identified.
   f. Analyze the forces influencing buyer behavior.
   g. Recognize the importance of customer service in the selling process.
   h. Recognize the different types of selling.
   i. Develop an effective selling strategy including knowledge of the product, the company, suggestive selling, and the competition.
   j. Determine the role of selling in today’s market-driven economy.

2. Prepare and execute an effective sales presentation.
   a. Create presentations through the use of multimedia.
   b. Assess student presentations.
STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME8—Communicate clearly and concisely in writing.
ME10—Make decisions.
ME13—Apply interpersonal skills to develop good customer relationships.
ME28—Determine the need for marketing information.
ME42—Utilize selling techniques to aid customers and clients in making buying decisions.
ME43—Determine and minimize risks in selling to a customer.
ME44—Utilize strategies to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
M1—Addition of Whole Numbers (no regrouping, regrouping)
M2—Subtraction of Whole Numbers (no regrouping, regrouping)
M3—Multiplication of Whole Numbers (no regrouping, regrouping)
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)

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CS1—Global Awareness
CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
CS4—Information and Communication Skills
CS5—Thinking and Problem-Solving Skills
CS6——Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Advertising

Course Abbreviation: MMT-1323

Classification: Vocational-Technical Core

Description: The role of advertising as a promotional tool. Topics included are product and consumer analysis, media selection, and creation of advertisements. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Plan, organize, execute, and evaluate effective promotion through mass advertising.
   a. Analyze and identify the target market for a promotion.
   b. Develop strategies for campaigns and individual advertising messages.
   c. Construct an advertising budget.
   d. Develop a method for analyzing the effectiveness of an advertising budget.
   e. Determine advertising costs from rate cards or other information.
   f. Determine the products, features, and benefits to be advertised.
   g. Determine logical media choices and contrast media choices.
   h. List sources for locating secondary information.
   i. Develop and prepare effective print and broadcast copy.
   j. Prepare copywriter’s rough layouts for advertisement.
   k. Evaluate various Internet advertisements.
   l. Review national and regional ad campaigns.
   m. Create and present an advertising campaign.
   n. Evaluate advertising campaigns.

2. Analyze principles of design.
   a. Develop design with formal and informal balance.
   b. Develop color scheme.
ME1—Identify ways that technology impacts business.

ME2—Explain the nature of marketing strategies.

ME9—Use appropriate technology to facilitate marketing communications.

ME10—Make decisions.

ME27—Use budgets to meet the financial needs of a business.

ME36—Describe factors used by marketers to position products and businesses.

ME37—Explain the communication process used in promotion.

ME38—Write promotional messages that appeal to targeted markets.

ME39—Utilize publicity.

ME40—Develop a promotional plan.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and
effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

M2—Subtraction of Whole Numbers (no regrouping, regrouping)

M3—Multiplication of Whole Numbers (no regrouping, regrouping)
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
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M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
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CS5 — Thinking and Problem-Solving Skills
CS6 — Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: **Fashion Merchandising** Math

Course Abbreviation: MMT-1413

Classification: Vocational-Technical Elective

Description: Study of the mathematical calculations involved in the merchandising process. Fundamental principles and operations in buying, pricing, and inventory control. (3 sch: 3-hr lecture)

Prerequisite: None

### Competencies and Suggested Objectives

1. Apply the mathematical calculations relating to the merchandising process.
   
   a. Define the duties and responsibilities of a merchandise manager and a buyer.
   
   b. Calculate the cumulative mark-up figures and individual mark-up figures.
   
   c. Illustrate how to improve average markup with additional purchases.
   
   d. Apply effective pricing strategies utilizing merchandising formulas.
   
   e. Identify and differentiate merchandise control systems employed by retailers.
   
   f. Explain the difference between stock turn and capital turn.
   
   g. Develop a sales forecast.
   
   h. Analyze the interaction between sales and stock planning to ensure that sales and stocks are balanced.
   
   i. Develop a buying plan manually or with appropriate software programs.
   
   j. Solve problems using ratios and proportions.
   
   k. Calculate shipping related terms.

### STANDARDS

*Standards and Guidelines for Business and Marketing Management Programs*

ME5—Demonstrate procedures for controlling a business’s fiscal activities.

ME10—Make decisions.
ME15—Interpret the impact of supply and demand on price.

ME16—Identify factors affecting a business’s profit.

ME27—Use budgets to meet the financial needs of a business.

ME31—Determine pricing objectives, policies, and strategies.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

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M7—Integers (addition, subtraction, multiplication, division)

M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)
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CS5—Thinking and Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


**Course Name:** Marketing Seminar or Marketing Seminar I, II, III, IV

**Course Abbreviation:** MMT 1753 or MMT 1711, MMT 1721, MMT 1731, MMT 1741

**Classification:** Vocational-Technical Elective

**Description:** Develops leadership skills and human relations skills necessary for success in the field of marketing management. Special programs and activities will address topics directly related to marketing careers and career development. Emphasis will be placed on developing civic, social, and business responsibilities. (3 sch: 6-hr lab or 1 sch: 2-hr lab)

**Prerequisite:** None

### Competencies and Suggested Objectives

1. Develop professionalism and leadership skills through organizational activities and projects.
   
   a. Identify functions and roles of group members in a variety of scenarios.
   
   b. Present acceptable solutions to ethical dilemmas in business.
   
   c. Demonstrate proper problem solving and conflict resolution techniques.
   
   d. Demonstrate communication and team building skills.

2. Explore career opportunities.
   
   a. Become aware of opportunities that exist in the field of marketing.
   
   b. Demonstrate an understanding of the role of professional organizations in career advancement.
   
   c. Identify current job market trends.
   
   d. Identify types of resources available to managers, how to contact them, and what assistance can be expected from them (to include government agencies).

3. Design and develop an individual career plan.
   
   a. Prepare resume.
   
   b. Prepare correspondence relating to employment.
   
   c. Prepare job application.
   
   d. Develop interview skills.
   
   e. Demonstrate appropriate business attire.
   
   f. Assemble portfolio.
Standards and Guidelines for Business and Marketing Management Programs

ME3  Demonstrate leadership characteristics.
ME8  Communicate clearly and concisely in writing.
ME10 Make decisions.
ME12 Demonstrate interpersonal skills in team working relationships.
ME22 Utilize resources that can contribute to professional development.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5 Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
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M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
A1 Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
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CS6—Interpersonal and Self-Directional Skills
SUGGESTED REFERENCES


**Course Name:** Principles of Management

**Course Abbreviation:** MMT 2213

**Classification:** Vocational-Technical Core

**Description:** Study of the basic principles and functions of organizational management with special emphasis on planning, organizing, directing, staffing, and controlling. (3 sch: 3-hr lecture)

**Prerequisite:** None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the functions of management.</td>
</tr>
<tr>
<td>a. Identify and define the basic parts of the planning process.</td>
</tr>
<tr>
<td>b. Identify and describe the major components of organization.</td>
</tr>
<tr>
<td>c. Name and apply the major components of staffing.</td>
</tr>
<tr>
<td>d. Explore the primary styles of leadership.</td>
</tr>
<tr>
<td>e. Identify and classify the basic motivational theories.</td>
</tr>
<tr>
<td>f. Examine the different types of organizational communications.</td>
</tr>
<tr>
<td>g. Define the steps of the control process.</td>
</tr>
<tr>
<td>h. Identify and apply the basic control methods and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Assess a code of acceptable business ethics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate the use of proper business ethics.</td>
</tr>
<tr>
<td>b. Compare differences of business ethics in various cultures.</td>
</tr>
</tbody>
</table>

**STANDARDS**

*Standards and Guidelines for Business and Marketing Management Programs*

ME3——Demonstrate leadership characteristics.

ME4——Monitor variables associated with business risk.

ME8——Communicate clearly and concisely in writing.
ME10—Make decisions.
ME11—Treat others fairly at work.
ME12—Demonstrate interpersonal skills in team working relationships.
ME13—Apply interpersonal skills to develop good customer relationships.
ME18—Explain the concept of productivity.
ME20—Analyze employer expectations in the business environment.
ME22—Utilize resources that can contribute to professional development.
ME29—Analyze the environments in which businesses operate.
ME42—Utilize selling techniques to aid customers and clients in making buying decisions.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
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M8—Percents
M9—Algebraic Operations
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A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
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SUGGESTED REFERENCES


Course Name: Human Resource Management

Course Abbreviation: MMT-2233

Classification: Vocational-Technical Core

Description: Objectives, organization, and functions of human resource management. Emphasis is placed on selection and placement, job evaluation, training, education, safety, health, employer-employee relationships, and employee services. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Identify the information relative to the procurement, placement, training, and development of human resources.
   a. List recent developments that have taken place due to government regulation.
   b. Demonstrate various motivational methods for improving performance.
   c. Demonstrate the roles managers play in employee relations.
   d. Explain wage and salary, fringe benefits, and other compensation incentives.
   e. Discuss OSHA, EEOC, and other state and federal regulations.
   f. Identify selection and termination procedures, including interviewing.
   g. Discuss appraisal and performance review, including discipline, training, retraining, and recognition procedures.
   h. Discuss policy, practice, and procedure manuals.

2. Discuss and analyze unexpected problems that often arise in a workplace environment.
   a. Identify potential crisis management situations.
   b. Discuss the importance of crisis management planning.
   c. Identify important characteristics of company spokespersons.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs
ME3—Demonstrate leadership characteristics.
ME4—Monitor variables associated with business risk.
ME8—Communicate clearly and concisely in writing.
ME9—Use appropriate technology to facilitate marketing communications.
ME10—Make decisions.
ME11—Treat others fairly at work.
ME12—Demonstrate interpersonal skills in team working relationships.
ME17—Determine factors affecting business risk.
ME18—Explain the concept of productivity.
ME20—Analyze employer expectations in the business environment.
ME29—Analyze the environments in which businesses operate.

**Related Academic Standards**

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
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M7—Integers (addition, subtraction, multiplication, division)
M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)

A6—Geometry (angles, Pythagorean theory)

A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)

A8—Estimation (rounding, estimation)

L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

L2—Sentence Formation (fragments, run-on, clarity)

L3—Paragraph Development (topic sentence, supporting sentence, sequence)

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CS6—— Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Marketing Case Studies

Course Abbreviation: MMT-2243

Classification: Vocational-Technical Elective

Description: The study of effective marketing management decision making through case study analysis. (3 sch: 3-hr lecture)

Prerequisite: Marketing Management (MMT-1123)

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpret and evaluate data in order to determine solutions to marketing management situations.</td>
</tr>
<tr>
<td>a. Apply appropriate reasoning skills to a problem-solving approach.</td>
</tr>
<tr>
<td>b. Interpret and evaluate quantitative data that will be present in an actual business situation.</td>
</tr>
<tr>
<td>c. Critique concepts relevant to the marketing process.</td>
</tr>
<tr>
<td>d. Analyze the elements of product planning.</td>
</tr>
<tr>
<td>e. Explain how physical distribution activities are integrated in marketing channels and in overall marketing strategies.</td>
</tr>
<tr>
<td>f. Develop pricing objectives, and calculate prices and cost.</td>
</tr>
<tr>
<td>g. Analyze the elements of a promotional mix.</td>
</tr>
<tr>
<td>h. Analyze the final and industrial consumers and their buying behaviors.</td>
</tr>
<tr>
<td>i. Determine market segments, and forecast market potential.</td>
</tr>
<tr>
<td>j. Evaluate uncontrollable variables affecting marketing management.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain the nature of marketing strategies.

ME4 — Monitor variables associated with business risk.

ME8 — Communicate clearly and concisely in writing.
ME9—Use appropriate technology to facilitate marketing communications.
ME10—Make decisions.
ME23—Explain the relationship between customer service and distribution.
ME24—Select distribution channels and channel members.
ME27—Use budgets to meet the financial needs of a business.
ME29—Analyze the environments in which businesses operate.
ME31—Determine pricing objectives, policies, and strategies.
ME33—Plan a product and service mix.
ME36—Describe factors used by marketers to position products and businesses.
ME37—Explain the communication process used in promotion.
ME39—Utilize publicity.
ME41—Develop an understanding of customers and clients.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
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M7—Integers (addition, subtraction, multiplication, division)

M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)

A6—Geometry (angles, Pythagorean theory)

A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)

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L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

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SUGGESTED REFERENCES


Course Name: E-Commerce Marketing

Course Abbreviation: MMT 2313

Classification: Vocational-Technical Core

Description: This course introduces the fundamental opportunities and challenges associated with e-commerce activities. Topics include designing the user interface, Web security, electronic payment systems, promotion, and legal issues involved in creating a functioning on-line business. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examine marketing strategies involved in electronic commerce.</td>
</tr>
<tr>
<td></td>
<td>a. Compare the relationships between the World Wide Web and the Internet and e-commerce.</td>
</tr>
<tr>
<td></td>
<td>b. Critique the marketing issues related to e-business.</td>
</tr>
<tr>
<td></td>
<td>c. Explain purchasing and business support activities as they relate to e-commerce.</td>
</tr>
<tr>
<td>2.</td>
<td>Explore e-commerce challenges.</td>
</tr>
<tr>
<td></td>
<td>a. Evaluate Web promotion techniques.</td>
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<td>b. Critique effective Web sites.</td>
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<tr>
<td></td>
<td>c. Assess usability testing in Web site design.</td>
</tr>
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<td></td>
<td>d. Analyze security protection techniques.</td>
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<tr>
<td></td>
<td>e. Compare electronic payment systems.</td>
</tr>
<tr>
<td></td>
<td>f. Examine international, legal, and ethical issues as they relate to e-commerce.</td>
</tr>
<tr>
<td></td>
<td>g. Discuss privacy issues as they relate to e-commerce.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME1 — Identify ways that technology impacts business.

ME2 — Explain the nature of marketing strategies.
ME4—Monitor variables associated with business risk.

ME9—Use appropriate technology to facilitate marketing communications.

ME16—Identify factors affecting a business’s profit.

ME17—Determine factors affecting business risk.

ME23—Explain the relationship between customer service and distribution.

ME28—Determine the need for marketing information.

ME29—Analyze the environments in which businesses operate.

ME30—Demonstrate procedures for gathering marketing information using technology.

ME33—Plan a product and service mix.

ME36—Describe factors used by marketers to position products and businesses.

ME41—Develop an understanding of customers and clients.

ME42—Utilize selling techniques to aid customers and clients in making buying decisions.

ME43—Determine and minimize risks in selling to a customer.

ME44—Utilize strategies to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

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M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
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21st Century Skills

CS1—Global Awareness
CS2——Financial, Economic, and Business Literacy

CS3——Civic Literacy

CS4——Information and Communication Skills

CS5——Thinking and Problem-Solving Skills

CS6——Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Multimedia Presentations for Marketing

Course Abbreviation: MMT 2333

Classification: Vocational-Technical Elective

Description: Design and deliver multimedia marketing presentations through the use of appropriate multimedia software and tools. Topics include marketing design concepts and related marketing communication strategies. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Evaluate and integrate presentation strategies into marketing topics.
   a. Define audience demographics as they relate to current marketing concepts.
   b. Formulate marketing concept objectives for presentation.
   c. Review and select forms of presentation media that will be appropriate for current marketing concepts.

2. Demonstrate techniques used in creating multimedia presentations for various marketing concepts.
   a. Examine multimedia template options that demonstrate appropriate layouts for marketing presentations.
   b. Apply animations that coincide with multimedia presentations for existing marketing concepts.
   c. Insert proper marketing tables and graphics into multimedia presentations.

3. Generate effective electronic presentations for marketing career opportunities.
   a. Select appropriate presentation software.
   b. Organize marketing career information, graphics, font styles, designs, and other data for logical sequencing.
   c. Create handouts and notes pages for corresponding marketing career opportunities.
   d. Present completed marketing career opportunities presentations.

4. Generate effective marketing concepts presentations using electronic media.
   a. Select appropriate presentation software.
b. Organize information, graphics, font styles, designs, and other data for logical sequencing during a marketing concepts presentation.

c. Create corresponding marketing concepts handouts and notes pages.

d. Present completed marketing concepts presentations.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME1 — Identify ways that technology impacts business.

ME9 — Use appropriate technology to facilitate marketing communications.

Related Academic Standards

R1 — Interpret Graphic Information (forms, maps, reference sources)

R2 — Words in Context (same and opposite meaning)

R3 — Recall Information (details, sequence)

R4 — Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5 — Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1 — Addition of Whole Numbers (no regrouping, regrouping)

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21st Century Skills

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CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
CS4—Information and Communication Skills
CS5—Thinking and Problem-Solving Skills
CS6——Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


**Course Name:** Marketing Web Page Design  
**Course Abbreviation:** MMT 2343  
**Classification:** Vocational-Technical Elective

**Description:** Use creative marketing strategies, concepts, and techniques to design Web sites that will reach designated target markets. (3 sch: 2-hr lecture, 2-hr lab)

**Prerequisite:** None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1. | Examine Web strategies as they relate to targeting different markets.  
   | a. Evaluate online layout, video, color, and graphics incorporated by successful marketing Web sites.  
   | b. Determine online target markets.  
   | c. Develop objectives to reach target market. |
| 2. | Plan a business Web site using the principles and elements of marketing design and concepts.  
   | a. Explain the use of color, layout, graphics, font styles, and video in the design of marketing Web sites.  
   | b. Choose a page structure that is appropriate for the development of Web sites designed to reach target market.  
   | c. Design a Web site for proposed marketing business. |
| 3. | Explore requirements for publishing a marketing Web site.  
   | a. Examine appropriate Web providers for marketing Web pages.  
   | b. Analyze the steps in publishing a marketing Web site. |
| 4. | Explore requirements for evaluating the effectiveness of a marketing Web site.  
   | a. Examine appropriate procedures for collecting demographic information from a marketing Web site.  
   | b. Explore various methods of processing and handling data that has been collected. |

**STANDARDS**
Standards and Guidelines for Business and Marketing Management Programs

ME1—Identify ways that technology impacts business.

ME6—Identify potential business ventures based on community, market, and opportunity analyses.

ME9—Use appropriate technology to facilitate marketing communications.

ME30—Demonstrate procedures for gathering marketing information using technology.

ME36—Describe factors used by marketers to position products and businesses.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

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CS4—Information and Communication Skills
CS5—Thinking and Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills
SUGGESTED REFERENCES


**Course Name:** Retail Management  

**Course Abbreviation:** MMT 2423  

**Classification:** Vocational-Technical Elective  

**Description:** Study of retailing processes including functions performed, principles governing effective operation, and managerial problems resulting from current economic and social trends. (3 sch: 3-hr lecture)  

**Prerequisite:** None  

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Examine strategies necessary for successful and efficient retail operations.</td>
</tr>
<tr>
<td>a. Explain the role of retailing in the chain of distribution.</td>
</tr>
<tr>
<td>b. Analyze retail classifications.</td>
</tr>
<tr>
<td>c. Apply the retail mix in order to balance the business operation.</td>
</tr>
<tr>
<td>d. Examine the dollar control method of merchandise forecasting and budgeting.</td>
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<tr>
<td>e. Analyze a classification merchandising plan.</td>
</tr>
<tr>
<td>f. Compare retail pricing strategies.</td>
</tr>
<tr>
<td>g. Analyze inventory management systems.</td>
</tr>
<tr>
<td>h. Evaluate non-store retail strategies.</td>
</tr>
<tr>
<td>i. Identify performance measures, and discuss their importance.</td>
</tr>
<tr>
<td><strong>2.</strong> Assess the role of visual merchandising in retail merchandising.</td>
</tr>
<tr>
<td>a. Examine the concept of retail image as it is related to the atmosphere it creates through the exterior, general interior, layout, and displays.</td>
</tr>
<tr>
<td>b. Recognize effective use of visual merchandising techniques.</td>
</tr>
<tr>
<td>c. Analyze the impact of community relations on a retailer’s image.</td>
</tr>
<tr>
<td><strong>3.</strong> Investigate aspects necessary in selecting a site location and in creating an effective store layout.</td>
</tr>
<tr>
<td>a. Examine the types of locations available to a retailer.</td>
</tr>
<tr>
<td>b. Identify the concept of the one-hundred-percent location.</td>
</tr>
</tbody>
</table>
c. Analyze aspects to consider when conducting a local area analysis.

d. Explore and design an effective store layout.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain the nature of marketing strategies.

ME4 — Monitor variables associated with business risk.

ME5 — Demonstrate procedures for controlling a business’s fiscal activities.

ME6 — Identify potential business ventures based on community, market, and opportunity analyses.

ME10 — Make decisions.

ME15 — Interpret the impact of supply and demand on price.

ME16 — Identify factors affecting a business’s profit.

ME17 — Determine factors affecting business risk.

ME23 — Explain the relationship between customer service and distribution.

ME24 — Select distribution channels and channel members.

ME27 — Use budgets to meet the financial needs of a business.

ME28 — Determine the need for marketing information.

ME29 — Analyze the environments in which businesses operate.

ME31 — Determine pricing objectives, policies, and strategies.

ME33 — Plan a product and service mix.

ME35 — Select materials, products, or services to purchase.

ME36 — Describe factors used by marketers to position products and businesses.

ME41 — Develop an understanding of customers and clients.

ME42 — Utilize selling techniques to aid customers and clients in making buying decisions.

ME43 — Determine and minimize risks in selling to a customer.
ME44—Utilize strategies to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
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CS3 — Civic Literacy
CS4 — Information and Communication Skills
CS5 — Thinking and Problem-Solving Skills
CS6 — Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


**Course Name:** Entrepreneurship

**Course Abbreviation:** MMT 2513

**Classification:** Vocational-Technical Elective

**Description:** Overview of activities that are involved in planning, establishing, and managing a small business enterprise. Topics to be covered include planning, location, analysis, financing, and development of a business plan. (3 sch: 3-hr lecture)

**Prerequisite:** None

### Competencies and Suggested Objectives

1. Analyze characteristics of entrepreneurial opportunities:
   a. Examine the characteristics of successful entrepreneurs.
   b. Review actual past and current entrepreneurial ventures.
   c. Analyze the major advantages and disadvantages of entrepreneurship.
   d. Compare the characteristics of various forms of business ownership.
   e. Using the Internet, investigate services provided to entrepreneurs by organizations such as the Small Business Administration.

2. Using the various computer software needed, develop a comprehensive business plan for creating a potential business:
   a. Assess the marketing feasibility of proposed business.
   b. Develop and write an executive summary.
   c. Select and support the chosen form of business ownership.
   d. Identify and analyze the proposed target market.
   e. Examine factors involved in determining location, and conduct a trading area analysis.
   f. Develop a marketing and promotional plan.
   g. Explore financing options available to entrepreneurs.
   h. Create and calculate projected financial statements.
   i. Develop and defend chosen repayment plan.

### STANDARDS

**Standards and Guidelines for Business and Marketing Management Programs**

ME2 — Explain the nature of marketing strategies.

ME4 — Monitor variables associated with business risk.

ME6 — Identify potential business ventures based on community, market, and opportunity analyses.

ME7 — Formulate a business plan.
ME8 Communicate clearly and concisely in writing.

ME9 Use appropriate technology to facilitate marketing communications.

ME10 Make decisions.

ME15 Interpret the impact of supply and demand on price.

ME16 Identify factors affecting a business’s profit.

ME17 Determine factors affecting business risk.

ME21 Identify employment opportunities in marketing and business.

ME24 Select distribution channels and channel members.

ME25 Describe the role of financing in marketing and business endeavors.

ME27 Use budgets to meet the financial needs of a business.

ME29 Analyze the environments in which businesses operate.

ME30 Demonstrate procedures for gathering marketing information using technology.

ME31 Determine pricing objectives, policies, and strategies.

ME32 Use technology to assist in setting prices.

ME33 Plan a product and service mix.

ME35 Select materials, products, or services to purchase.

ME36 Describe factors used by marketers to position products and businesses.

ME39 Utilize publicity.

ME41 Develop an understanding of customers and clients.

ME42 Utilize selling techniques to aid customers and clients in making buying decisions.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)

R2 Words in Context (same and opposite meaning)

R3 Recall Information (details, sequence)

R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
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M8—Percents
M9—Algebraic Operations
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A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
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21st Century Skills

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SUGGESTED REFERENCES


Course Name: Event Management
Course Abbreviation: MMT-2523
Classification: Vocational-Technical Elective

Description: Design a plan for special events, trade and consumer shows, exhibitions, and conventions. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a framework for an effective and efficient special event.</td>
</tr>
<tr>
<td>a. Determine feasibility of the event.</td>
</tr>
<tr>
<td>b. Identify special events and public relation strategies.</td>
</tr>
<tr>
<td>c. Identify the criteria required for developing a successful event.</td>
</tr>
<tr>
<td>2. Apply the framework for implementing an event.</td>
</tr>
<tr>
<td>a. Establish performance-based objectives.</td>
</tr>
<tr>
<td>b. Develop a cost-effective budget.</td>
</tr>
<tr>
<td>c. Evaluate and choose site options.</td>
</tr>
<tr>
<td>d. Create a safety and security plan.</td>
</tr>
<tr>
<td>e. Develop and construct an event calendar.</td>
</tr>
<tr>
<td>f. Delegate responsibilities for the successful completion of each activity.</td>
</tr>
<tr>
<td>g. Create a public relations plan for marketing events using appropriate media.</td>
</tr>
<tr>
<td>h. Present or execute a completed plan.</td>
</tr>
<tr>
<td>i. Evaluate event outcome and effectiveness.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME4 — Monitor variables associated with business risk.
ME6—Identify potential business ventures based on community, market, and opportunity analyses.

ME8—Communicate clearly and concisely in writing.

ME9—Use appropriate technology to facilitate marketing communications.

ME10—Make decisions.

ME12—Demonstrate interpersonal skills in team working relationships.

ME17—Determine factors affecting business risk.

ME27—Use budgets to meet the financial needs of a business.

ME28—Determine the need for marketing information.

ME33—Plan a product and service mix.

ME37—Explain the communication process used in promotion.

ME38—Write promotional messages that appeal to targeted markets.

ME39—Utilize publicity.

ME40—Develop a promotional plan.

ME41—Develop an understanding of customers and clients.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and
   effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

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M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)

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L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

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SUGGESTED REFERENCES


Course Name: International Marketing

Course Abbreviation: MMT-2613

Classification: Vocational-Technical Elective

Description: Provide students with an overview and understanding of international marketing. This involves an analysis of world markets, their respective consumers and environments, and the marketing management required to meet the demands of constantly changing foreign markets. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Analyze the framework for conducting business in an international market.
   a. Examine the scope of international marketing.
   b. Compare and contrast the different international business environments.
   c. Analyze the cultural dynamics of international marketing to include business customs and practices.
   d. Assess the political environment in various international markets.
   e. Contrast the international legal environment to the legal environment of the United States.
   f. Define marketing opportunities in established and emerging markets.
   g. Analyze global and promotional alternatives.
   h. Discuss pricing methods and the negotiation process for international markets.
   i. Discuss new and future international marketing trends.

2. Explore and examine international marketing through the use of the Internet.
   a. Identify companies that are using electronic communications for developing international business.
   b. Analyze the previous companies’ marketing strategies utilizing the World Wide Web.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs
ME2—Explain the nature of marketing strategies.
ME4—Monitor variables associated with business risk.
ME6—Identify potential business ventures based on community, market, and opportunity analyses.
ME13—Apply interpersonal skills to develop good customer relationships.
ME14—Explain the concept of economic resources.
ME15—Interpret the impact of supply and demand on price.
ME16—Identify factors affecting a business’s profit.
ME17—Determine factors affecting business risk.
ME19—Evaluate the influences on a nation’s ability to trade.
ME20—Analyze employer expectations in the business environment.
ME21—Identify employment opportunities in marketing and business.
ME24—Select distribution channels and channel members.
ME25—Describe the role of financing in marketing and business endeavors.
ME26—Calculate exchange rates.
ME28—Determine the need for marketing information.
ME29—Analyze the environments in which businesses operate.
ME31—Determine pricing objectives, policies, and strategies.
ME33—Plan a product and service mix.
ME34—Analyze product-liability risks.
ME36—Describe factors used by marketers to position products and businesses.
ME41—Develop an understanding of customers and clients.
ME42—Utilize selling techniques to aid customers and clients in making buying decisions.
ME43—Determine and minimize risks in selling to a customer.
ME44—Utilize strategies to build and maintain a clientele.
Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)
M1—Addition of Whole Numbers (no regrouping, regrouping)
M2—Subtraction of Whole Numbers (no regrouping, regrouping)
M3—Multiplication of Whole Numbers (no regrouping, regrouping)
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb-agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)

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21st Century Skills

CS1—Global Awareness
CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
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CS5—Thinking and Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES

**Course Name:** Internship in Business and Marketing Management Technology

**Course Abbreviation:** MMT 291(1-6)

**Classification:** Vocational-Technical Elective

**Description:** Direct application of concepts and theory of business and marketing management technology. Students will work in a marketing related environment. (1-6 sch: 3- to 18-hr externship)

**Prerequisite:** Permission of the instructor

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Apply technical skills needed to be a viable member of the workforce.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Prepare a list of training objectives to be achieved in the internship.</td>
</tr>
<tr>
<td>b. Develop technical skills needed to be a viable member of the workforce.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Apply human relationship skills and positive work habits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use proactive human relationship skills in the internship.</td>
</tr>
<tr>
<td>b. Perform assignments to develop positive work habits and responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Assess accomplishment of training objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Present weekly written reports to the instructor in activities performed and training objectives accomplished.</td>
</tr>
<tr>
<td>b. Prepare a written assessment of intern accomplishments utilizing employer evaluations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Utilize a set of written guidelines for the internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop and follow a set of written guidelines for the internship.</td>
</tr>
</tbody>
</table>

### STANDARDS

**Standards and Guidelines for Business and Marketing Management Programs**

ME1—Identify ways that technology impacts business.

ME3—Demonstrate leadership characteristics.
ME8—Communicate clearly and concisely in writing.

ME9—Use appropriate technology to facilitate marketing communications.

ME11—Treat others fairly at work.

ME12—Demonstrate interpersonal skills in team working relationships.

ME13—Apply interpersonal skills to develop good customer relationships.

ME20—Analyze employer expectations in the business environment.

ME21—Identify employment opportunities in marketing and business.

ME22—Utilize resources that can contribute to professional development.

ME40—Develop a promotional plan.

ME41—Develop an understanding of customers and clients.

**Related Academic Standards**

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

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L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
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CS6——Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Fashion Design Fundamentals

Course Abbreviation: FMT 1113

Classification: Vocational-Career–Technical Core

Description: Examines factors influencing fashion color, line, and design. Includes applications of principles of art design to clothing creation and selection. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Recognize and describe commonly used clothing details. DOK3, MKT20
   a. Compile and identify a collection of clothing details and styles.
   b. Sketch commonly used clothing details.
2. Discuss historic clothing as it relates to the current fashion world. DOK1
   a. Recognize illustrations of fashion clothing for each decade, beginning with the turn of the century.
   b. Recognize clothing from major periods of history.
3. Analyze the fashion design process in the development of a clothing line. DOK3, MKT20
   a. Interpret the fashion cycle and its importance in the creation of a clothing line.
   b. Differentiate between an item line and a group line.
   c. Summarize the costing process in designing.
4. Complete a project demonstrating the elements and principles of design. DOK3, MKT20
   a. Analyze clothing for details that change appearance of body proportions.
   b. Identify the basic silhouettes used in fashion design.
   c. Apply principles of color harmony to a variety of projects.
   d. Describe the psychological effects of different colors.
   e. Design a garment or collection on paper including fabric and design story.

STANDARDS

Standards and Guidelines for Fashion Marketing Programs: Merchandising

ME1——Identify ways that technology impacts business.

ME8——Communicate clearly, MKT20 Understands the concepts and concisely in writing.

ME9——Use appropriate technology strategies needed to facilitate marketing communications.

ME15——Interpret the impact of supply and demand on price.

ME21——Identify employment opportunities in marketing and business.
ME28 Determine the need for marketing communicate information.

Related Academic Standards

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)
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M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations
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A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
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SUGGESTED REFERENCES

Course Name: Fashion Marketing

Course Abbreviation: FMT 1213

Classification: Vocational-Career—Technical Core

Description: An introduction to the fashion industry including fashion terminology; nature of fashion and the creating, manufacturing, and marketing of fashion. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize the fundamental concepts of consumer demand and fashion change.</td>
</tr>
<tr>
<td>a. Explain the cyclical movement of fashion.</td>
</tr>
<tr>
<td>b. Demonstrate a working knowledge of commonly used fashion terms.</td>
</tr>
<tr>
<td>c. Identify and explain environmental influences that make and change fashion.</td>
</tr>
<tr>
<td>d. Illustrate the effect of world happenings on fashions.</td>
</tr>
<tr>
<td>e. Examine the effects of market segmentation and demographics on the identification of target markets.</td>
</tr>
<tr>
<td>2. Trace the development, production, and marketing of textiles and fashion merchandise from concept to consumer.</td>
</tr>
<tr>
<td>a. Name and give examples of steps in the process of manufacturing apparel.</td>
</tr>
<tr>
<td>b. Identify and describe marketing activities that are particular to fashion apparel.</td>
</tr>
<tr>
<td>c. Compare and contrast domestic and foreign fashion industries.</td>
</tr>
<tr>
<td>3. Complete a project illustrating the impact of fashion designers upon the industry.</td>
</tr>
<tr>
<td>a. Identify fashion design characteristics of individual fashion designers.</td>
</tr>
<tr>
<td>b. Research designers and their work using all available resources, including the Internet, and present findings to the class.</td>
</tr>
<tr>
<td>4. Explain career opportunities in the field of fashion marketing.</td>
</tr>
<tr>
<td>a. Conduct a job search using the Internet.</td>
</tr>
<tr>
<td>b. Prepare a resume.</td>
</tr>
<tr>
<td>c. Participate in a job interview.</td>
</tr>
<tr>
<td>4. Design a creative marketing campaign for a fashion apparel or accessories business, service, or product.</td>
</tr>
<tr>
<td>a. Develop goals and objectives for marketing campaign.</td>
</tr>
<tr>
<td>b. Identify primary and secondary target markets.</td>
</tr>
<tr>
<td>c. Select appropriate marketing mix and develop steps for implementation.</td>
</tr>
<tr>
<td>d. Determine cost of campaign utilizing financial statements, charts, or graphs.</td>
</tr>
<tr>
<td>e. Determine means of evaluation after the campaign is implemented.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Fashion Marketing Programs: Merchandising

ME1—Identify ways that technology impacts business.

ME8—Communicate clearly

BC7 Understand tools, strategies, and concisely in writing.

ME9—Use appropriate technology/systems used to facilitate marketing communications.

ME15—Interpret, maintain, monitor, control, and plan the impact of supply and demand on price, financial resources

ME21—Identify employment opportunities in marketing and business.

ME28—Determine the need for marketing information.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

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M6—Fractions (addition, subtraction, multiplication, division)

M7—Integers (addition, subtraction, multiplication, division)

M8—Percents
M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)

A4—Pre-Algebra and Algebra (equations, inequality)

A5—Measurement (money, time, temperature, length, area, volume)

A6—Geometry (angles, Pythagorean theory)

A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)

A8—Estimation (rounding, estimation)

L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

L2—Sentence Formation (fragments, run-on, clarity)

L3—Paragraph Development (topic sentence, supporting sentence, sequence)

L4—Capitalization (proper noun, titles)

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**SUGGESTED REFERENCES**


MKT15  Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

MKT16  Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17  Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18  Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT19  Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MKT20  Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21  Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Course Name: Product Knowledge

Course Abbreviation: FMT 1223

Classification: Vocational–Career–Technical Elective Core

Description: Study of the buying and selling function with emphasis on the origin and composition of products, methods of production, quality indicators, the sale of merchandise, and the care of merchandise. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Describe and differentiate materials used in various types of apparel and related products. DOK1, MKT18
   a. Describe the various metals and finishes of metals used in the manufacturing of jewelry.
   b. Recognize various stones used in the making of jewelry.
   c. Identify popular types of fur.
   d. Identify grain characteristics of leather.

2. Recognize quality features of apparel and accessories.
   a. Explain the four C’s used to describe precious gems and how they affect stones’ values.
   b. Perform a quality feature analysis of selected types of apparel and accessories. DOK3, MKT18

3. Demonstrate ability to classify sizes and to determine proper fit and care for men’s wear, ladies’ wear, children’s wear, and accessories. DOK2, MKT18
   a. Demonstrate the correct size classification for men’s wear, ladies’ wear, and children’s wear.
   b. Determine the proper fit for men’s wear, ladies’ wear, and children’s wear.
   c. Demonstrate the proper care of men’s wear, ladies’ wear, children’s wear, and accessories.

4. Recognize common styles of accessories. DOK1, MKT17
   a. Recognize common styles of shoes.
   b. Recognize common styles of handbags.
   c. Recognize common styles of hats.

STANDARDS

Standards and Guidelines for Fashion Marketing Programs, Merchandising

ME18 Explain MKT17 Understands the concept of productivity.

ME23 Explain the relationship between customer service and distribution.
ME24—Select distribution channels and channel members.

ME31—Determine pricing objectives, policies, concepts and strategies.

ME42—Utilize selling techniques utilized to aid customers and clients in making buying decisions. Determine and target marketing strategies to a select audience.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same MKT18: Understands concepts and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary; strategies utilized in determining and paraphrase, compare, adjusting prices to maximize return and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point, meet customers’ perceptions of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

M2—Subtraction of Whole Numbers (no regrouping, regrouping)

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M4—Division of Whole Numbers (no remainder, remainder)

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M8—Percents

M9—Algebraic Operations

A1—Numeration (ordering, place value, scientific notation)

A2—Number Theory (ratio, proportion)

A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
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SUGGESTED REFERENCES


**Course Name:** Buying Fundamentals  
**Course Abbreviation:** FMT 1233  
**Classification:** Vocational Career-Technical Core  
**Description:** Study of the functions of the buyer within the retail operation including logical sequences and the fundamentals of purchasing merchandise for activities and information necessary for buying merchandise for resale when going to market. (3 sch: 2-hr lecture, 2-hr lab)  
**Prerequisite:** None

### Competencies and Suggested Objectives

| 1. Describe the traits, characteristics, and responsibilities necessary for a successful buying career.  
   | DOK2, BC12  
   | a. Examine a variety of the job responsibilities of time management techniques for a fashion buyer.  
   | b. Explore the application of research career opportunities of personality for a buyer.  
   | c. Conduct a self-analysis as it relates to the management aspects of the buying position.  
   | e. Apply appropriate guidelines for the delegation of duties of the buyer’s position.  
|  
| 2. Examine management strategies used in buying decision making.  
   | DOK5, MKT16, MKT18  
   | a. Analyze various domestic and international buying markets.  
   | b. Develop, analyze, and adjust a three-month or six-month merchandising plan as needed.  
   | e. Apply factors that influence assortment planning in buying situations.  
   | d. Apply principles of seasonal planning for buying situations.  
   | e. Apply principles of classification of merchandising assortment to buying situations.  
   | f. Comparison shop using price, product features, and competitive conditions to analyze competitors’ merchandise.  
   | g. Explore Internet buying options for retailers.  
   | h. Explain the procedure followed during market visits as related to time, budgets, working the various sections of the market, and negotiating with vendors.  
   | i. Discuss unit control and factors affecting the accuracy of inventory figures.  
   | j. Make management decisions using computer simulations. Using a variety of resources, plan a buying trip to a fashion market and present.  

### STANDARDS

**Standards and Guidelines for Fashion Marketing Programs: Merchandising**
ME3—Demonstrate leadership characteristics.

ME9—Use appropriate technology to facilitate marketing communications.

ME10—Make decisions.

ME28—Determine the need for marketing information.

ME12—Demonstrate interpersonal skills in team-working relationships.

ME16—Identify factors affecting a business’s profit.

ME31—Determine pricing objectives, policies

BC12—Understands concepts, tools, and strategies.

ME35—Select materials, products, or services to purchase.

ME41—Develop an understanding of customers used to explore, obtain, and clients develop in a business career.

ME44—Utilize strategies to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary)

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

MKT18 Understands concepts and paraphrase, compare, strategies utilized in determining and contrast, cause, adjusting prices to maximize return and effect.

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point meet customers’ perceptions of view)

M1—Addition of Whole Numbers (no regrouping, regrouping)

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SUGGESTED REFERENCES


Course Name: Fundamentals of Textiles in Fashion

Course Abbreviation: FMT 1313

Classification: Vocational–Career–Technical Core

Description: Examination of Introduce and explore both natural and manufactured fibers, yarns, fabric construction, finishes, and design. Examine the production, development, and care of natural and common manufactured fibers as applied they relate to the selection of clothing and household fabrics, apparel industry. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Trace: Identify natural fibers used in apparel production. DOK2, MKT17
   a. Explore the development of fibers from their initial stages through their manufacturing into textile products.
      a. Recognize methods of dyeing fabric, and identify advantages and disadvantages of each.
      b. Recognize methods of printing on fabric, and identify advantages and disadvantages of each.
      c. Compare and contrast natural and man-made fibers.
   b. Identify characteristics of natural fibers.

2. Compile fabric samples showing basic fibers, yarns, construction, and finishes.

2. Identify manufactured fibers used in apparel production. DOK2, MKT17
   a. Explore the developmental processes for manufactured fibers.
   b. Identify fabric characteristics based on fiber and construction.
      b. Examine fabrics to determine if yarns are spun of filament.
      c. Recognize the effects of different finishes on fabric.
      d. Use fabric samples to identify construction, fiber, and fabric name of manufactured fibers.

3. Match fabrics with their proper end uses and care.

3. Introduce basic yarn processing and yarn classifications. DOK2, MKT17
   a. Determine durability. Identify basic weaves used in apparel production.
      b. Hands on project using knowledge of fabrics.
      b. Evaluate fabric for a specific end use. Basic weave methods used in apparel production.

4. Establish knowledge of textile terminology as it relates to apparel production. DOK2, MKT17

5. Recognize common care labels and standards in relation to apparel products. DOK2, BTL, MKT17, MKT18, MKT20
   a. Dry cleaning basics
   b. Consumer care basics
4. Identify 6. Introduce legal and environmental issues as they relate to apparel textile production.

   a. Care Labeling Requirements
   b. Introduce EPA, FTC, and OSHA standards and legislation that affect textile products regulations as they relate to apparel production.

   a. Describe laws relating to the labeling of apparel products.
   b. Interpret textile information from tags and labels, advertisements, and manufacturer’s information.

      i. Permanent Care Labeling Regulation
      ii. Flammable Fabrics Act
      iii. Consumer Product Safety Improvement Act

## STANDARDS

*Standards and Guidelines for Fashion Marketing Programs Merchandising*

<table>
<thead>
<tr>
<th>ME8</th>
<th>Communicate clearly and concisely in writing.</th>
</tr>
</thead>
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<tr>
<td>ME9</td>
<td>Use appropriate technology to facilitate marketing communications.</td>
</tr>
<tr>
<td>ME10</td>
<td>Make decisions.</td>
</tr>
<tr>
<td>ME18</td>
<td>Explain the concept of productivity.</td>
</tr>
<tr>
<td>ME23</td>
<td>Explain the relationship between customer service and distribution.</td>
</tr>
</tbody>
</table>

### Related Academic Standards

<table>
<thead>
<tr>
<th>R1</th>
<th>Interpret Graphic Information (forms, maps, reference sources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2</td>
<td>Words in Context (same and opposite meaning)</td>
</tr>
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<td>R3</td>
<td>Recall Information (details, sequence)</td>
</tr>
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<td>R4</td>
<td>Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)</td>
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<tr>
<td>R5</td>
<td>Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)</td>
</tr>
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<td>Addition of Whole Numbers (no regrouping, regrouping)</td>
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<tr>
<td>M2</td>
<td>Subtraction of Whole Numbers (no regrouping, regrouping)</td>
</tr>
<tr>
<td>M3</td>
<td>Multiplication of Whole Numbers (no regrouping, regrouping)</td>
</tr>
</tbody>
</table>
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)

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21st Century Skills

CS1—Global Awareness
CS2—Financial, Economic, and Business Literacy
CS3—Civic Literacy
CS4—Information and Communication Skills
CS5—Thinking and Problem-Solving Skills
CS6—Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Visual Merchandising

Course Abbreviation: FMT 2414

Classification: Vocational–Career–Technical Core

Description: Application of fundamental principles of design, perspective, and color theory to advanced projects in merchandise presentation. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plan and execute counter, window, and interior displays using the principles and elements of design. DOK3, MKT17, MKT20, MKT21</td>
</tr>
<tr>
<td></td>
<td>a. Plan and execute an actual in-store floor move.</td>
</tr>
<tr>
<td></td>
<td>a. Interpret a planogram.</td>
</tr>
<tr>
<td></td>
<td>b. Design store layout or a display using computer graphic design software.</td>
</tr>
<tr>
<td></td>
<td>c. Construct various types of interior and exterior window displays using merchandise from local retail stores.</td>
</tr>
<tr>
<td>2.</td>
<td>Perform display housekeeping using the specific rules necessary for upkeep of display of merchandise to maintain store appearance. DOK2, MKT18, MKT20</td>
</tr>
<tr>
<td></td>
<td>a. Organize and maintain display prop room.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluate and maintain lighting, signage, background, and floors through the life of a display.</td>
</tr>
<tr>
<td></td>
<td>c. Identify proper procedures to control merchandise damage and inventory control as they apply to merchandise used in display.</td>
</tr>
<tr>
<td>3.</td>
<td>Dismantle display using correct return principles and procedures to remove counter, window, and interior displays. DOK1, BC1</td>
</tr>
<tr>
<td></td>
<td>a. Identify and implement security practices for merchandise used in display.</td>
</tr>
<tr>
<td></td>
<td>b. Follow proper procedures in returning merchandise to retail stores.</td>
</tr>
<tr>
<td>4.</td>
<td>Critique the effectiveness of a variety of displays. DOK2, MKT20</td>
</tr>
<tr>
<td></td>
<td>a. Explain types of display arrangements.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluate placement of merchandise for impact.</td>
</tr>
</tbody>
</table>

### STANDARDS

*Standards and Guidelines for Fashion Marketing Programs: Merchandising*

ME8 Communicate clearly and concisely in writing.

ME9 Use appropriate technology to facilitate marketing communications.

ME10 Make decisions.
ME18—Explain the concept of productivity.

ME23—Explain the relationship between customer service and distribution.

**Related Academic Standards**

| R1 | Interpret Graphic Information (forms, maps, reference sources) |
| R2 | Words in Context (same and opposite meaning) |
| R3 | Recall Information (details, sequence) |
| R4 | Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect) |
| R5 | Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view) |
| M1 | Addition of Whole Numbers (no regrouping, regrouping) |
| M2 | Subtraction of Whole Numbers (no regrouping, regrouping) |
| M3 | Multiplication of Whole Numbers (no regrouping, regrouping) |
| M4 | Division of Whole Numbers (no remainder, remainder) |
| M5 | Decimals (addition, subtraction, multiplication, division) |
| M6 | Fractions (addition, subtraction, multiplication, division) |
| M7 | Integers (addition, subtraction, multiplication, division) |
| M8 | Percents |
| M9 | Algebraic Operations |
| A1 | Numeration (ordering, place value, scientific notation) |
| A2 | Number Theory (ratio, proportion) |
| A3 | Data Interpretation (graph, table, chart, diagram) |
| A4 | Pre-Algebra and Algebra (equations, inequality) |
| A5 | Measurement (money, time, temperature, length, area, volume) |
| A6 | Geometry (angles, Pythagorean theory) |
| A7 | Computation in Context (whole numbers, decimals, fractions, algebraic operations) |
A8—Estimation (rounding, estimation)

L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)

L2—Sentence Formation (fragments, run-on, clarity)

L3—Paragraph Development (topic sentence, supporting sentence, sequence)

L4—Capitalization (proper noun, titles)

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21st Century Skills

CS1—Global Awareness

CS2—Financial, Economic, and Business Literacy

CS3—Civic Literacy

CS4—Information and Communication Skills

CS5—Thinking and Problem-Solving Skills

CS6—Interpersonal and Self-Directional Skills

Suggested References


BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Image and Wardrobe Consulting

Course Abbreviation: FMT 2513

Classification: Vocational–Career–Technical Core

Description: Assessing and developing an appropriate client image for individuals in a variety of occupations and careers. Emphasis on solving figure problems, make up techniques, wardrobe coordination, and the use of modeling techniques to improve image, posture and poise to improve image. Seasonal color coding is dated. Determining whether warm, neutral, or cool colors should be used or worn is the current trend. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

| 1. Understand the procedure for determining color coding for clients and customers, and basic skin care procedures and make appropriate wardrobe and make up selections based on a warm, neutral, or cool color code. DOK2, MKT17, MKT20 |
|---|---|
| a. Identify procedures and results. Using a color coding system, determine whether a client should use warm, neutral, or cool color product selections for makeup and wardrobe. |
| b. Assess facial and figure features of clients. |
| c. Identify applicable skin-care procedures, to include cleanser, toner, and moisturizer. |
| d. Apply makeup correctly to enhance clients’ appearances for different occasions. |
| e. Apply appropriate color choices for an individual wardrobe. |

| 2. Demonstrate proper posture and poise in the execution of basic steps, model's turns, and professional presentation. DOK2, MKT20 |
|---|---|
| a. Execute proper methods of walking and model's turns, standing, turning, sitting. |
| b. Utilize elements of poise in a professional presentation. |

| 3. Demonstrate an appropriate personal image utilizing proper colors, makeup, accessories, and wardrobe. DOK3, MKT20, 21 |
|---|---|
| a. Demonstrate the utilization of proper colors. |
| b. Demonstrate proper make up techniques. |
| c. Demonstrate the proper use of accessories. |
| d. Demonstrate appropriate wardrobe choices. |
| e. Utilizing the Internet or computer software, create a digital makeover for a client. |

| 4. Plan, coordinate, and present a wardrobe presentation to a client suggesting appropriate clothing for an occasion such as a wedding, vacation, or work. DOK2, MKT16, MKT17 |
|---|---|
| a. Analyze the figures of a variety of Classify figure types and silhouettes for clients using precise measurements and computer analysis. |
| b. Apply design principles to wardrobe selection and coordination. |
| c. Suggest appropriate selections for basic wardrobe purchases using a variety of sources that may include the Internet while working within a specified budget. |
| d. Recognize appropriate dress for different occupations and the various fashion dress codes for different occasions. |
STANDARDS

Standards and Guidelines for Fashion Marketing Programs: Merchandising

ME13—Apply interpersonal skills to develop good customer relationships.

ME22—Utilize resources that can contribute to professional development.

ME33—Plan a product

MKT16—Understands the concepts, systems, and service mix.

ME41—Develop an understanding of customer tools needed to gather, access, synthesize, evaluate, and clients.

ME42—Utilize selling techniques to aid customers and clients disseminate information for use in making buying business decisions.

ME44—Utilize MKT17—Understands the concepts and strategies utilized to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)

R2—Words in Context (same determine and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5—Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

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SUGGESTED REFERENCES


MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Fashion Sales Direction Show Production

Course Abbreviation: FMT 2613

Classification: Vocational–Career–Technical Elective

Description: Principles and application of retail sales promotion with emphasis on in-store activities, advertising, publicity, fashion shows, and other special events. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Identify and locate specialized sources of fashion trend information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a trend report for a particular season and market by using all sources available on the Internet and current trade and consumer publications.</td>
</tr>
<tr>
<td>b. Prioritize trends as they relate to a particular market, and apply an acceptance timeline as it applies to that target market.</td>
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</table>

<table>
<thead>
<tr>
<th>2. Demonstrate communication skills.</th>
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<tr>
<td>a. Develop a trend report for a particular season and market by using all sources available on the Internet and current trade and consumer publications.</td>
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<td>b. Prioritize trends as they relate to a particular market, and apply an acceptance timeline as it applies to that target market.</td>
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<tr>
<td>c. Utilize proper language and written communication skills in a fashion presentation that may include a seasonal fashion seminar or trend board and a seasonal trend report.</td>
</tr>
<tr>
<td>d. Use multimedia to produce appropriate visuals for fashion information presentations.</td>
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<table>
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<tr>
<th>3. Plan a fashion sales promotion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a promotion calendar of events and advertising.</td>
</tr>
<tr>
<td>b. Plan all events for a promotional campaign for a specified period of time.</td>
</tr>
<tr>
<td>c. Assign general responsibilities for all activities.</td>
</tr>
<tr>
<td>d. Develop a budget for a promotional plan.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>4. Plan and evaluate a fashion show production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Plan Evaluate the staging, lighting, music, budget, theme, and promotional activities for a fashion show.</td>
</tr>
<tr>
<td>b. Select Evaluate merchandise and models for categories or segments, wardrobe selection, and/or fashion commentary utilized in a fashion show.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Marketing Programs Merchandising
ME1—Identify ways that technology impacts business.
ME3—Demonstrate leadership characteristics.
ME8—Communicate clearly and concisely in writing.
ME9—Use appropriate technology to facilitate marketing communications.
ME10—Make decisions.
ME27—Use budgets to meet financial needs of a business.
ME39—Utilize publicity.
ME40—Develop a promotional plan.
ME44—Utilize strategies to build and maintain a clientele.

Related Academic Standards

R1—Interpret Graphic Information (forms, maps, reference sources)
R2—Words in Context (same and opposite meaning)
R3—Recall Information (details, sequence)
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SUGGESTED REFERENCES


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MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
**Course Name:** Fashion Forecasting

**Course Abbreviation:** FMT 2623

**Classification:** Career–Technical Elective

**Description:** Principles and application of predicting fashion trends based on past and present style-related information, the interpretation and analysis of the motivation behind a trend, writing trend reports, and creating mood boards to artistically illustrate fashion direction. (3 sch: 1-hr lecture, 4-hr lab)

**Prerequisite:** None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Analyze the job of fashion forecasting.</th>
<th>DOK3, MKT16, MKT17, MKT20, MKT21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Present an overview of fashion forecasting.</td>
<td>DOK3, MKT16, MKT20</td>
</tr>
<tr>
<td>b. Discuss the attributes a forecaster needs in order to pursue a career in the field.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Visualize fashion markets through consumer behavior.</th>
<th>DOK3, MKT16, MKT20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the types of fashion consumers.</td>
<td></td>
</tr>
<tr>
<td>b. Analyze the types of consumer segmentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Analyze fashion movement and the various theories of fashion adoption.</th>
<th>DOK2, MKT16, MKT20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Create examples of fashion history or from today’s marketplace illustrating trickle down, trickle up, and trickle across theories of adoption.</td>
<td></td>
</tr>
<tr>
<td>b. Explain the typical fashion cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Profile forecasting agency Iconoculture.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss how lifestyle trends and cultural trends affect long-term forecasting.</td>
<td></td>
</tr>
<tr>
<td>b. Discuss research, organization, and presentation techniques for fashion trend forecasts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Establish color theory and textile manufacturing as a foundation for forecasting.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine concepts associated with color cycles.</td>
<td></td>
</tr>
<tr>
<td>b. Review challenges of predicting color acceptance.</td>
<td></td>
</tr>
<tr>
<td>c. Research online various color planning organizations for the fashion industry.</td>
<td></td>
</tr>
<tr>
<td>d. Analyze seasonal textile trends in texture, weight, pattern, and performance as it relates to fashion forecasting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Determine the look for current marketplace trends in design concepts and style directions.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Review cities hosting international Fashion Weeks.</td>
<td></td>
</tr>
<tr>
<td>b. Research fashion off the runway and street fashion.</td>
<td></td>
</tr>
<tr>
<td>c. Create a written fashion-forward seasonal trend report and a visual fashion trend board utilizing mood boards, fashion runway designs of current designers, and fabric swatches.</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARDS

**Standards and Guidelines for Fashion Merchandising**

MKT16  Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
MKT17  Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT20  Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21  Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Course Name: Internship in Fashion Marketing Technology

Course Abbreviation: FMT 2913, FMT 2923, or FMT 2936(1-6)

Classification: Vocational–Career–Technical Elective

Description: Direct application of concepts, terminology, and theory of fashion marketing. Students must be employed in a work environment where they must solve problems as encountered in industry. (Credit is awarded at the rate of 1 sch per 3-hr externship.) (31-6 sch: 9-to 18-hr externship)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply technical skills needed to be a viable member of the workforce. DOK2, BC12</td>
</tr>
<tr>
<td>a. Prepare a list of training objectives to be achieved in the internship.</td>
</tr>
<tr>
<td>b. Develop technical skills needed to be a viable member of the workforce.</td>
</tr>
<tr>
<td>2. Apply human relationship skills and positive work habits through the performance of work assignments. DOK2, BC5</td>
</tr>
<tr>
<td>a. Use proactive human relationship skills in the internship.</td>
</tr>
<tr>
<td>b. Perform assignments to develop positive work habits and responsibilities.</td>
</tr>
<tr>
<td>3. Assess accomplishment of training objectives. DOK2, BC5</td>
</tr>
<tr>
<td>a. Record hours worked in order to meet course requirements.</td>
</tr>
<tr>
<td>b. Present weekly written reports to instructor in activities performed and training objectives accomplished.</td>
</tr>
<tr>
<td>c. Prepare written assessment of intern accomplishments utilizing employer evaluations.</td>
</tr>
<tr>
<td>4. Assess accomplishment of objectives developed by student, employer, and instructor. DOK2, BC5</td>
</tr>
<tr>
<td>a. Record hours worked in order to meet course requirements.</td>
</tr>
<tr>
<td>b. Keep weekly journals of activities performed and objectives accomplished.</td>
</tr>
<tr>
<td>5. Utilize a set of written guidelines for the internship. DOK2, BC5</td>
</tr>
<tr>
<td>a. Develop and follow a set of written guidelines for the internship.</td>
</tr>
<tr>
<td>b. Generate a series of reports on a variety of topics related to the particular workplace.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Marketing Programs: Merchandising

ME1 Identify ways that technology impacts business.

ME3 Demonstrate leadership characteristics.

ME8 Communicate clearly BC5 Understands techniques, strategies, and concisely in writing.

ME9 Use appropriate technology systems used to facilitate marketing communications.
ME11—Treat others fairly at work.

ME12—Demonstrate interpersonal skills in team working to foster self-understanding and enhance relationships with others.

ME13—Apply interpersonal skills.

BC12—Understands concepts, tools, and strategies used to explore, obtain, and develop good customer relationships.

ME20—Analyze employer expectations in the business environment.

ME21—Identify employment opportunities in marketing and business.

ME22—Utilize resources that can contribute to professional development.

ME40—Develop a promotional plan.

ME41—Develop an understanding of customers and clients.

Related Academic
Course Name: Fashion Cooperative Education

Course Abbreviation: FMT 292(1-6)

Classification: Career–Technical Elective

Description: Direct application of concepts and theory of marketing management. Students will work in a marketing-related environment. (1-6 sch: 3- to18-hr externship)

Prerequisite: Permission of the instructor

Competencies and Suggested Objectives

1. Create an individual career plan. DOK2, BC5, BC6, BC12
   - Prepare a résumé.
   - Prepare correspondence related to employment.
   - Prepare a job application.
   - Develop interview skills.
   - Demonstrate appropriate business attire.
   - Assemble a portfolio.

2. Apply human relationship skills and positive work habits. DOK2, BC5
   - Use proactive human relationship skills in the internship.
   - Perform assignments to develop positive work habits and responsibilities.

3. Assess accomplishment of training objectives. DOK2, BC5
   - Present weekly written reports to the instructor in activities performed and training objectives accomplished.
   - Prepare a written assessment of intern accomplishments utilizing employer evaluations.

4. Utilize a set of written guidelines for the internship. DOK2, BC5
   - Develop and follow a set of written guidelines for the internship.

STANDARDS

Standards

R1——Interpret Graphic Information (forms, maps, reference sources)

R2——Words in Context (same and opposite meaning)

R3——Recall Information (details, sequence)

R4——Construct Meaning (main idea, summary and paraphrase, compare and contrast, cause and effect)

R5——Evaluate/Extend Meaning (fact and opinion, predict outcomes, point of view)

M1——Addition of Whole Numbers (no regrouping, regrouping)
M2—Subtraction of Whole Numbers (no regrouping, regrouping)
M3—Multiplication of Whole Numbers (no regrouping, regrouping)
M4—Division of Whole Numbers (no remainder, remainder)
M5—Decimals (addition, subtraction, multiplication, division)
M6—Fractions (addition, subtraction, multiplication, division)
M7—Integers (addition, subtraction, multiplication, division)
M8—Percents
M9—Algebraic Operations
A1—Numeration (ordering, place value, scientific notation)
A2—Number Theory (ratio, proportion)
A3—Data Interpretation (graph, table, chart, diagram)
A4—Pre-Algebra and Algebra (equations, inequality)
A5—Measurement (money, time, temperature, length, area, volume)
A6—Geometry (angles, Pythagorean theory)
A7—Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8—Estimation (rounding, estimation)
L1—Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2—Sentence Formation (fragments, run-on, clarity)
L3—Paragraph Development (topic sentence, supporting sentence, sequence)
L4—Capitalization (proper noun, titles)
L5—Punctuation (comma, semicolon)
L6—Writing Conventions (quotation marks, apostrophe, parts of a letter)
S1—Vowel (short, long)
S2—Consonant (variant spelling, silent letter)
S3—Structural Unit (root, suffix)
21st-Century Skills

CS1—Global Awareness

CS2—Financial, Economic, and Business Literacy Guidelines for Marketing Management Programs

CS3—Civic Literacy

CS4—Information and Communication Skills

CS5—Thinking and Problem-Solving Skills

CS6—Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
**Course Name:** Work-Based Learning I, II, III, IV, V, and VI

**Course Abbreviation:** WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3), WBL 292(1-3), and WBL 293(1-3)

**Classification:** Free Elective

**Description:** A structured work-site learning experience in which the student, program-area teacher, work-based learning coordinator, and work-site supervisor or mentor develop and implement an educational training agreement. Designed to integrate the student’s academic and technical skills into a work environment. May include regular meetings and seminars with school personnel and employers for supplemental instruction and progress reviews. (1-3 sch: 3- to 9-hr externship)

**Prerequisite:** Concurrent enrollment in vocational-career-technical program-area courses

### Competencies and Suggested Objectives

1. **Apply technical skills and related academic knowledge needed to be a viable member of the workforce.**
   a. Demonstrate technical skills necessary to complete job requirements.
   b. Demonstrate academic skills necessary to complete job requirements.
   c. Perform tasks detailed in an educational training agreement at the work setting.

2. **Apply general workplace skills to include positive work habits necessary for successful employment.**
   a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer and client service.
   b. Utilize time, materials, and resource management skills.
   c. Use critical thinking skills such as problem solving, decision making, and reasoning.
   d. Acquire, evaluate, organize, maintain, interpret, and communicate information.

### STANDARDS

Specific standards for this course will depend upon the nature of the problem under investigation.

### SUGGESTED REFERENCES

Specific references for this course will depend upon the nature of the problem under investigation.
Recommended Tools and Equipment

CAPITALIZED ITEMS

1. Student computers or laptops (1 per student)
2. Scanner (1 per program)
3. Networked laser printer (1 per program)
4. Networked color laser printer (1 per program)
5. High-speed Internet access

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Instructional laptop with DVD player (1 per program)*
2. Multimedia projector (1 per program)*
3. Destination/extreme station (1 per program)*
4. Digital camera (1 per program)
5. Digital video camera with tripod (1 per program)

RECOMMENDED INSTRUCTIONAL SOFTWARE

1. Business Plan Pro
2. Marketing Plan Pro
3. Microsoft Office 2007
4. SynchronEyes
5. Smartdraw
6. Virtual Business Challenge
7. Printshop
8. Microsoft Publisher
9. Microsoft Frontpage

* Instructors must have a way to project the information from their computers. This may be accomplished in several different ways: a destination/extreme station, an instructional computer with AVer Key type VGA device projecting to a TV monitor, an instructional computer with a multimedia projector, and so forth.
Assessment

Blueprint

This program is assessed using the MS-CPAS. The following blueprint summary contains the courses that are measured when assessing this program. Courses are grouped into clusters and a weight is given to each cluster to determine the number of items needed from each cluster. The numbers of C1s and C2s (item difficulty levels) are also indicated on the blueprint. This blueprint becomes effective Spring 2010.
Appendix A: Course References

All of the Fashion Merchandising references listed under General References are used throughout the curriculum. Course-specific references are listed under the appropriate course number and name.

General References


FMT 1113 - Fashion Design Fundamentals


FMT 1213 – Fashion Marketing

FMT 1233 - Buying

FMT 1313 – Textiles in Fashion

FMT 2414 – Visual Merchandising

FMT 2613 - Fashion Sales Direction
Appendix B: Standards for Fashion Merchandising

National Business and Marketing Core Standards

BC = Business Core
MKT = Marketing Core

BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

BC2 Understands the concepts, strategies, and systems used to obtain and convey ideas and information

BC3 Understands the techniques and strategies used to foster positive, ongoing relationships with customers

BC4 Understands the economic principles and concepts fundamental to business operations

BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC6 Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

BC7 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

BC8 Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

BC9 Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist in business decision making

BC10 Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

BC11 Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

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BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

BC13 Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

BC14 Understands tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department

MKT15 Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT19 Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Appendix C: Related Academic Standards

### Cluster/Competency

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| R4 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| R5 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| M1 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| M2 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| M3 | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| M4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
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| L2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
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| L5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| S1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| S2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| S3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
Appendix A: Standards and Guidelines for Business and Marketing Management Programs

ME1—Identify ways that technology impacts business.
ME2—Explain the nature of marketing strategies.
ME3—Demonstrate leadership characteristics.
ME4—Monitor variables associated with business risk.
ME5—Demonstrate procedures for controlling a business’s fiscal activities.
ME6—Identify potential business ventures based on community, market, and opportunity analyses.
ME7—Formulate a business plan.
ME8—Communicate clearly and concisely in writing.
ME9—Use appropriate technology to facilitate marketing communications.
ME10—Make decisions.
ME11—Treat others fairly at work.
ME12—Demonstrate interpersonal skills in team working relationships.
ME13—Apply interpersonal skills to develop good customer relationships.
ME14—Explain the concept of economic resources.
ME15—Interpret the impact of supply and demand on price.
ME16—Identify factors affecting a business’s profit.
ME17—Determine factors affecting business risk.
ME18—Explain the concept of productivity.
ME19—Evaluate the influences on a nation’s ability to trade.
ME20—Analyze employer expectations in the business environment.
ME21—Identify employment opportunities in marketing and business.

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ME22—Utilize resources that can contribute to professional development.
ME23—Explain the relationship between customer service and distribution.
ME24—Select distribution channels and channel members.
ME25—Describe the role of financing in marketing and business endeavors.
ME26—Calculate exchange rates.
ME27—Use budgets to meet the financial needs of a business.
ME28—Determine the need for marketing information.
ME29—Analyze the environments in which businesses operate.
ME30—Demonstrate procedures for gathering marketing information using technology.
ME31—Determine pricing objectives, policies, and strategies.
ME32—Use technology to assist in setting prices.
ME33—Plan a product and service mix.
ME34—Analyze product-liability risks.
ME35—Select materials, products, or services to purchase.
ME36—Describe factors used by marketers to position products and businesses.
ME37—Explain the communication process used in promotion.
ME38—Write promotional messages that appeal to targeted markets.
ME39—Utilize publicity.
ME40—Develop a promotional plan.
ME41—Develop an understanding of customers and clients.
ME42—Utilize selling techniques to aid customers and clients in making buying decisions.
ME43—Determine and minimize risks in selling to a customer.
ME44—Utilize strategies to build and maintain a clientele.
Appendix B: Related Academic Standards

Reading
R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary and/or paraphrase, compare and/contrast, cause and effect)
R5 Evaluate/Extend Meaning (fact and/or opinion, predict outcomes, point of view)

Mathematics Computation
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations

Applied Mathematics
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)

Language
L1 Usage (pronoun, tense, subject-verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

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Spelling
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)
### Appendix C: 21st Century Skills

#### 21st Century Crosswalk for Program Name

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**CS1  Global Awareness**
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Promoting the study of non-English language as a tool for Understanding other nations and cultures, including the use of non-English languages

**CS2  Financial, Economic, and Business and Entrepreneurial Literacy**
1. Knowing how to make appropriate personal economic choices

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2. Understanding the role of the economy and the role of business in the economy in society
   • Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
   • Integrating oneself within and adapting continually to our nation’s evolving economic and business environment

3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy
   • Being an informed citizen to participate effectively in government
     1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
     2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
     3. Understanding the local and global implications of civic decisions
     • Applying 21st century skills to make intelligent choices as a citizen

CS4 Information Health Literacy
   1. Obtaining, interpreting and Communication Skills: understanding basic health information and services and using such information and services in ways that enhance health
      • Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
   2. Communication skills: Understanding, managing, preventive physical and creating effective oral, written, mental health measures, including proper diet, nutrition, exercise, risk avoidance, and multimedia communication in a variety of forms and contexts
      • Stress reduction

CS5 Thinking and Problem-Solving Skills
   • Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
   • Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
   • Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills
   • Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
   • Self-direction: Monitoring one’s own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another
   • Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one’s self and others; tolerating ambiguity
   • Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CS6 Creativity and Innovation
1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration
1. Communicate Clearly
2. Collaborate with Others

CS9 Information Literacy
1. Access and Evaluate Information
2. Use and Manage Information

CS10 Media Literacy
1. Analyze Media
2. Create Media Products

CS11 ICT Literacy
1. Apply Technology Effectively

CS12 Flexibility and Adaptability
1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills
1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability
1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility
1. Guide and Lead Others
   1.2. Be Responsible to Others
2012 Mississippi Curriculum Framework

Postsecondary Fashion Merchandising
(Program CIP: #52.1902 – Fashion Merchandising)

Direct inquiries to

LaNell Kellum, PhD
Director for Career and Technical Education
Mississippi Community College Board
3825 Ridgewood Road
Jackson, MS 39211
601.432.6518
lkellum@mccb.edu

Denise Sibley
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Standards in this document are based on information from the following organizations:

Standards for Program
National MBA Curriculum Standards

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Related Academic Standards
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21st Century Skills
Preface

Fashion Merchandising Research Synopsis

Fashion merchandising jobs require a blend of fashion, marketing, and business expertise. Fashion merchandising incorporates all of the processes in the fashion business ranging from producing, product development, promoting, and buying and selling fashion items, such as clothing, accessories, jewelry, cosmetics, and shoes. Essentially, fashion merchandisers select items to purchase that are then sold in their stores, creatively display products to customers, and develop other strategies to resourcefully market their merchandise. A fashion merchandiser may work for a textile manufacturer, a designer, or a fashion retail store.

Some of the skills needed to be successful in fashion merchandising are an understanding of consumers’ wants and needs and knowledge of current fashion trends as well as the ability to forecast future trends. Fashion merchandisers should also have excellent communication and analytical skills and an understanding of colors, patterns in fabrics, and the psychology and behavior of consumers. Computer skills are essential, and the capacity to work in an ever-changing digital marketing environment is becoming increasingly vital as more marketing, product promotion, and advertising is done through the Internet, social media, and mobile-connected devices (Bureau of Labor Statistics, 2010-2011; Johnson, 2012). Also, the ability to communicate across a variety of mediums and to a diverse and global customer base may open up employment opportunities in many rapidly growing areas around the country (Moeller & Harvey, 2011; Linde, 2010; Stelzer, 2011).

Articles, books, Web sites, and other materials listed in Appendix A were considered during the revision process. Specific journals, articles, and sources were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Instructors from colleges throughout the state were also asked to give input on new resources, technologies, equipment, and curricular changes needed for the marketing program. Specific comments related to these needs included TV, radio, and print studios, tablet computers, backlit drafting tables and graphic design software. Changes suggested for the curriculum included changing the core courses and added emphasis on social media marketing, research and analysis, and integrating the use of tablet computers.

Needs of the Future Workforce

The volume of marketing jobs in general tends to ebb and flow with the economic cycle. The overall growth rate for employment in marketing jobs in Mississippi is expected to increase by 13% through 2021. Marketing jobs associated with fashion merchandising are expected to increase by 8%. This is slightly better than the national growth rate of 7%. According to the Occupational Outlook Handbook, the number of jobs in fashion merchandising is going to be stable in the near future. The nature of those jobs may change because of the influx of couture fashion Web sites. Although there will always be a need for someone with a keen eye and experience on the sales floor in brick-and-mortar establishments, social media marketing experience will be vital in order to thrive in this field (Linde, 2010; Stelzer, 2011).
Fashion merchandising careers traditionally attract more applicants than available positions, and applicants with education and experience in fashion merchandising are more appealing to employers.

**Fashion Merchandising Employment Projections and Earnings**

<table>
<thead>
<tr>
<th>Region</th>
<th>2012 Jobs</th>
<th>2021 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>2012 Average Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Total</td>
<td>11,947</td>
<td>12,855</td>
<td>908</td>
<td>8%</td>
<td>3,743</td>
<td>$23.00</td>
</tr>
<tr>
<td>National Total</td>
<td>1,800,966</td>
<td>1,923,401</td>
<td>122,435</td>
<td>7%</td>
<td>526,760</td>
<td>$28.20</td>
</tr>
</tbody>
</table>

**Curriculum**

The following national standards were referenced in each course of the curriculum:

**National MBA Curriculum Standards**

The National MBA Curriculum Standards have been adopted by most states because of the extensive and continuing research and industry validation from which these standards are derived. These standards are used extensively by DECA and, to a lesser degree, by other student organizations. The standards for business and marketing provide insight into what business leaders view as important to the success of employees at various levels and in various specialties. *Copyright 2008, Marketing Education Resource Center.*

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum during the February 2, 2012, curriculum revision webinar included the following:

- Renamed FMT 1313 from Textiles in Fashion to Fundamentals of Textiles.
- Renamed FMT 1233 from Buying to Buying Fundamentals.
- Renamed FMT 2613 from Fashion Sales Direction to Fashion Show Production
- Moved FMT 1223 Product Knowledge to core.
- Moved MMT 2423 Retail Management to core.
- Moved MMT 1323 Advertising to an elective.
- Moved MMT 2213 Principles of Management to an elective.
- Moved MMT 1313 Selling to an elective.
- Created the course FMT 2623 Fashion Forecasting
- Created the course FMT 292(1-6) Fashion Cooperative Education.

**Assessment**

Students will be assessed using the MS-CPAS2 Assessment, unless an alternative assessment is approved.

Students are assessed using the Fashion Merchandising MS-CPAS2 test. The MS-CPAS2 blueprint can be found at [http://www.rcu.msstate.edu/](http://www.rcu.msstate.edu/).
a. A student’s technical skill attainment for completion of the Career Certificate will be assessed utilizing the MSCPAS Career Certificate (Y1) assessment score.

b. A student’s technical skill attainment for the Technical Certificate and/or the Associate of Applied Science degree will be assessed utilizing the student’s MSCPAS Career Certificate (Y1) assessment and MSCPAS Technical Certificate (Y2) assessment.

c. Timing of Y1 and Y2 Assessments:
   a. A student may complete the Y1 assessment upon application for the Career Certificate.
   b. A student may complete the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged.)
   c. A student may complete both the Y1 and the Y2 assessment upon application for the Technical Certificate or the Associate of Applied Science Degree (scores for the Y1 and Y2 assessments are averaged.

If there are questions regarding assessment of this program, please contact the Instructional Design Specialist at the Research and Curriculum Unit at 662.325.2510.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Professional organizations – To network, stay current, and obtain resources and new ideas
  - American Marketing Association (AMA) – [http://www.marketingpower.com/Pages/default.aspx](http://www.marketingpower.com/Pages/default.aspx)
  - Word of Mouth Marketing Association (WOMMA) – [http://womma.org/main/](http://womma.org/main/)

- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html) and click on Differentiated Instruction. Work through this online course and review the additional resources.


- Related Academics – To learn more about Related Academics, please go to [http://www.ctb.com/ctb.com/control/main?p=home](http://www.ctb.com/ctb.com/control/main?p=home) and click on the TABE logo and learn about the most updated standards of the TABE exam.

Program Exceptions

No program exceptions exist at this time.
Articulation

Articulation credit from secondary Marketing to postsecondary Fashion Merchandising will be awarded upon implementation of this curriculum by the college. Courses to be articulated with the stipulation of passing the MS-CPAS2 according to the Mississippi Community College Board (MCCB) guidelines will be incorporated after the Articulated Courses are validated by Postsecondary CTE.

<table>
<thead>
<tr>
<th>Articulated Secondary Course</th>
<th>Articulated Postsecondary Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>[S]– Marketing (CIP: 52.1801)</td>
<td>To be incorporated after Articulated Courses are Validated by Postsecondary CTE.</td>
</tr>
</tbody>
</table>

Statewide Articulation

Statewide Articulated Credit from secondary programs to postsecondary programs are outlined in the Mississippi Statewide Articulation Agreement that is revised annually and posted to the Mississippi Community College Board Career and Technical Education website (http://www.mccb.edu/CareerTechEdu/ctDefault.aspx)

The following guidelines apply to CTE secondary to CTE postsecondary statewide articulated credit:

Eligibility

To be eligible for articulated credit, a student must:

- Complete the articulated Secondary Career and Technical Education Program
- Score an 80 percent or higher on the Mississippi Career Planning and Assessment System (MS-CPAS2) in their secondary program of study

To be awarded articulated credit, a student must:

- Enroll in the community or junior college within 18 months of graduation
- Articulated courses are transcribed immediately upon enrollment at a community college

How MS-CPAS2 will be documented

- The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS2 scores, CIP Codes, district codes, secondary pathway name, and college numbers (identified by each student as colleges of interest) to Mississippi Department of Education to place on student transcripts.
- The Research and Curriculum Unit of Mississippi State University will provide MS-CPAS2 scores, CIP Codes, district codes and college number to the MCCB.
- The MCCB will forward the list of students eligible for articulated credit to the colleges.

Transcripting of Articulated Credit

- Articulated credit will be transcripted immediately upon college enrollment
- No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points)
Time Limit

- MS-CPAS2 scores will be accepted to demonstrate competencies for up to 18 months after high school graduation

Cost

- No costs will be assessed on hours earned through articulated credit
Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- Course Name – A common name that will be used by all community and junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
Career–technical core – A required career–technical course for all students
Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
Career–technical elective – An elective career–technical course
Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
Academic core – An academic course that is required as part of the requirements for an associate’s degree

- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
  - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
  - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
  - Individualized learning activities, including work–site learning activities, to better prepare individuals in the courses for their chosen occupational areas

- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate
courses, Technical Certificate courses AND a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

- Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.
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Program Description

The Fashion Merchandising program of study is designed to provide specialized instruction in all phases of fashion marketing in order to prepare students for careers in the fashion industry, such as a sales manager, wardrobe consultant, buyer, wholesale market representative, visual merchandiser, and fashion director. A combination of class work and practical experience is stressed.

Career certificate and technical certificate options are embedded in the program that can be stacked as a student progresses through the program; allowing them to develop a “portfolio” of credentials that will serve them even if they do not complete a full degree program. These certificates, each of which will build upon the other, ultimately stack into an Associate of Applied Science degree in Fashion Merchandising.
Suggested Course Sequence

Fashion Merchandising

Career Certificate Option

A Career Certificate will be awarded upon completion of the required courses for the Career Certificate option in Fashion Merchandising.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FMT 1213</td>
<td>Fashion Marketing</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>*FMT 2513</td>
<td>Image and Wardrobe Consulting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>*FMT 1223</td>
<td>Product Knowledge</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>FMT 1313</td>
<td>Fundamentals of Textiles</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 1113</td>
<td>Principles of Marketing</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td></td>
<td>Approved Career-Technical Electives</td>
<td>15 sch</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a</td>
<td>30 sch</td>
</tr>
<tr>
<td></td>
<td>Career Certificate</td>
<td></td>
</tr>
</tbody>
</table>

The MSCPAS2 Y1 test will be administered upon completion of the above courses.

*These course competencies will be assessed using the MSCPAS2 Y1 test.

Students who lack entry level skills in math, English, science, etc. will be provided related studies.
Suggested Course Sequence

Fashion Merchandising

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all required Career Certificate courses AND the following required Technical Certificate courses in the Fashion Merchandising program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FMT 2414</td>
<td>Visual Merchandising</td>
<td>4 sch: 2-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>*FMT 1113</td>
<td>Fashion Design Fundamentals</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>*MMT 2423</td>
<td>Retail Management</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>FMT 1233</td>
<td>Buying Fundamentals</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td></td>
<td>Approved Career-Technical Electives</td>
<td>2 sch**</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Technical Certificate</td>
<td>45 sch</td>
</tr>
</tbody>
</table>

The MSCPAS2 Y2 test will be administered upon completion of the above courses.

*These course competencies will be assessed using the MSCPAS2 Y2 test.

**These are the minimum credit hours of approved career-technical electives needed to meet the 45-hour requirement; however, it is understood that there will be cases when students will have a surplus of credit hours because most approved career-technical electives exceed the minimum credit hours required.
Suggested Course Sequence

Fashion Merchandising

Associate of Applied Science Degree Option

To receive the Associate of Applied Science Degree in Fashion Merchandising, a student must complete all of the required Career Certificate courses, Technical Certificate courses AND a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and career-technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

A student must complete the following minimum credit requirements for the AAS Degree Option:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Certificate</td>
<td>30 credits minimum</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>15 credits minimum</td>
</tr>
<tr>
<td>General Education Core Courses</td>
<td>15 credits minimum</td>
</tr>
<tr>
<td>Total Semester Credit Hours for the Associate of Applied Science Degree</td>
<td>60 credits minimum hours earned as a compilation of Career, Technical, and Academic credit hours.</td>
</tr>
</tbody>
</table>

Approved career-technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)
In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence to reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career-Technical Electives” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career-Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.
## APPROVED CAREER-TECHNICAL ELECTIVES FOR FASHION MERCHANDISING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FMT 2613</td>
<td>Fashion Show Production</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>FMT 2623</td>
<td>Fashion Forecasting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
</tr>
<tr>
<td>FMT 291(1-6)</td>
<td>Internship in Fashion Marketing Technology</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td>FMT 292(1-6)</td>
<td>Fashion Cooperative Education</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td>MMT 1123</td>
<td>Marketing Applications</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 1313</td>
<td>Selling</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 1323</td>
<td>Advertising</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 1413</td>
<td>Merchandising Math</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 171(1-3)</td>
<td>Marketing Seminar I, II, III, IV and V</td>
<td>1-3 sch: 2-6 hr lab</td>
</tr>
<tr>
<td>MMT 172(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 173(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 174(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 175(1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMT 2213</td>
<td>Principles of Management</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 2233</td>
<td>Human Resources Management</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2243</td>
<td>Marketing Case Studies</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2313</td>
<td>E-Commerce Marketing</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2333</td>
<td>Multimedia Presentations for Marketing</td>
<td>3 sch: 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>MMT 2343</td>
<td>Marketing Web Page Design</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 2513</td>
<td>Entrepreneurship</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2523</td>
<td>Event Management</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
</tr>
<tr>
<td>MMT 2613</td>
<td>International Marketing</td>
<td>3 sch: 3-hr lecture</td>
</tr>
<tr>
<td>MMT 291(1-6)</td>
<td>Internship in Marketing Management</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td>MMT 292(1-6)</td>
<td>Marketing Cooperative Education</td>
<td>1-6 sch: 3- to 18-hr externship</td>
</tr>
<tr>
<td>BOT 1133</td>
<td>Microcomputer Applications</td>
<td>3 sch: 3-hr lecture OR 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>BOT 1313</td>
<td>Applied Business Math</td>
<td>3</td>
</tr>
<tr>
<td>BOT 2813</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>CAT 1113</td>
<td>Graphic Design and Production</td>
<td>3</td>
</tr>
<tr>
<td>CPT 1323</td>
<td>Survey of Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>LET 1113</td>
<td>Intro to Law</td>
<td>3</td>
</tr>
<tr>
<td>MDT 1244 COM 2483</td>
<td>Principles of Mass Communication</td>
<td>4</td>
</tr>
<tr>
<td>WBL 191(1-3) WBL 192(1-3) WBL 193(1-3) WBL 291(1-3) WBL 292(1-3) WBL 293(1-3)</td>
<td>Work-Based Learning</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Other instructor approved electives that are listed in the MCCB approved CTE Uniform Course Numbering document.
APPROVED ACADEMIC ELECTIVES FOR FASHION MERCHANDISING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2113</td>
<td>Principles of Macroeconomics</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>ECO 2123</td>
<td>Principles of Microeconomics</td>
<td>3 sch: 3 hr lecture</td>
</tr>
</tbody>
</table>

Other instructor approved electives that are listed in the MCCB approved Academic Uniform Course Numbering document.
Course Name: Fashion Design Fundamentals

Course Abbreviation: FMT 1113

Classification: Career–Technical Core

Description: Examines factors influencing fashion color, line, and design. Includes applications of principles of design to clothing creation and selection. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize and describe commonly used clothing details.</td>
</tr>
<tr>
<td>a. Compile and identify a collection of clothing details and styles.</td>
</tr>
<tr>
<td>b. Sketch commonly used clothing details.</td>
</tr>
<tr>
<td>2. Discuss historic clothing as it relates to the current fashion world.</td>
</tr>
<tr>
<td>a. Recognize illustrations of fashion clothing for each decade, beginning with the turn of the century.</td>
</tr>
<tr>
<td>b. Recognize clothing from major periods of history.</td>
</tr>
<tr>
<td>3. Analyze the fashion design process in the development of a clothing line.</td>
</tr>
<tr>
<td>a. Interpret the fashion cycle and its importance in the creation of a clothing line.</td>
</tr>
<tr>
<td>b. Differentiate between an item line and a group line.</td>
</tr>
<tr>
<td>c. Summarize the costing process in designing.</td>
</tr>
<tr>
<td>4. Complete a project demonstrating the elements and principles of design.</td>
</tr>
<tr>
<td>a. Analyze clothing for details that change appearance of body proportions.</td>
</tr>
<tr>
<td>b. Identify the basic silhouettes used in fashion design.</td>
</tr>
<tr>
<td>c. Apply principles of color harmony to a variety of projects.</td>
</tr>
<tr>
<td>d. Describe the psychological effects of different colors.</td>
</tr>
<tr>
<td>e. Design a garment or collection on paper including fabric and design story.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Fashion Marketing

Course Abbreviation: FMT 1213

Classification: Career–Technical Core

Description: An introduction to the fashion industry including fashion terminology; nature of fashion and the creating, manufacturing, and marketing of fashion. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Recognize the fundamental concepts of consumer demand and fashion change. DOK3, MKT17
   a. Explain the cyclical movement of fashion.
   b. Demonstrate a working knowledge of commonly used fashion terms.
   c. Identify and explain environmental influences that make and change fashion.
   d. Illustrate the effect of world happenings on fashions.
   e. Examine the effects of market segmentation and demographics on the identification of target markets.

2. Trace the development, production, and marketing of textiles and fashion merchandise from concept to consumer. DOK2, MKT17
   a. Name and give examples of steps in the process of manufacturing apparel.
   b. Identify and describe marketing activities that are particular to fashion apparel.
   c. Compare and contrast domestic and foreign fashion industries.

3. Complete a project illustrating the impact of fashion designers upon the industry. DOK3, MKT17
   a. Identify fashion design characteristics of individual fashion designers.
   b. Research designers and their work using all available resources, including the Internet, and present findings to the class.

4. Design a creative marketing campaign for a fashion apparel or accessories business, service, or product. DOK3, BC7, MKT15, MKT16, MKT17, MKT18, MKT19, MKT20, MKT21
   a. Develop goals and objectives for marketing campaign.
   b. Identify primary and secondary target markets.
   c. Select appropriate marketing mix and develop steps for implementation.
   d. Determine cost of campaign utilizing financial statements, charts, or graphs.
   e. Determine means of evaluation after the campaign is implemented.

STANDARDS

Standards and Guidelines for Fashion Merchandising

BC7 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

MKT15 Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels
MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT19 Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Course Name: Product Knowledge

Course Abbreviation: FMT 1223

Classification: Career–Technical Core

Description: Study of the buying and selling function with emphasis on the origin and composition of products, methods of production, quality indicators, the sale of merchandise, and the care of merchandise. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

### Competencies and Suggested Objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe and differentiate materials used in various types of apparel and related products. DOK1, MKT18</td>
</tr>
<tr>
<td></td>
<td>a. Describe the various metals and finishes of metals used in the manufacturing of jewelry.</td>
</tr>
<tr>
<td></td>
<td>b. Recognize various stones used in the making of jewelry.</td>
</tr>
<tr>
<td></td>
<td>c. Identify grain characteristics of leather.</td>
</tr>
<tr>
<td>2.</td>
<td>Recognize quality features of apparel and accessories and perform a quality feature analysis of selected types of apparel and accessories. DOK3, MKT18</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate ability to classify sizes and to determine proper fit and care for men’s wear, ladies’ wear, children’s wear, and accessories. DOK2, MKT18</td>
</tr>
<tr>
<td></td>
<td>a. Demonstrate the correct size classification for men’s wear, ladies’ wear, and children’s wear.</td>
</tr>
<tr>
<td></td>
<td>b. Determine the proper fit for men’s wear, ladies’ wear, and children’s wear.</td>
</tr>
<tr>
<td></td>
<td>c. Demonstrate the proper care of men’s wear, ladies’ wear, children’s wear, and accessories.</td>
</tr>
<tr>
<td>4.</td>
<td>Recognize common styles of accessories. DOK1, MKT17</td>
</tr>
<tr>
<td></td>
<td>a. Recognize common styles of shoes.</td>
</tr>
<tr>
<td></td>
<td>b. Recognize common styles of handbags.</td>
</tr>
<tr>
<td></td>
<td>c. Recognize common styles of hats.</td>
</tr>
</tbody>
</table>

### STANDARDS

**Standards and Guidelines for Fashion Merchandising**

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value
Course Name: Buying Fundamentals

Course Abbreviation: FMT 1233

Classification: Career-Technical Core

Description: Study of the functions of a buyer within the retail operation and the fundamentals of purchasing merchandise for resale when going to market. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research the traits, characteristics, and responsibilities necessary for a successful buying career. DOK2, BC12</td>
</tr>
<tr>
<td>a. Identify the job responsibilities of a fashion buyer.</td>
</tr>
<tr>
<td>b. Research career opportunities of a buyer.</td>
</tr>
<tr>
<td>c. Conduct a self-analysis of the skills needed to become a buyer.</td>
</tr>
<tr>
<td>2. Examine management strategies used in buying decision making. DOK3, MKT16, MKT18</td>
</tr>
<tr>
<td>a. Analyze various domestic and international buying markets.</td>
</tr>
<tr>
<td>b. Determine factors that influence assortment planning in buying.</td>
</tr>
<tr>
<td>c. Identify principles of seasonal planning for buying situations.</td>
</tr>
<tr>
<td>d. Explore classifications of merchandising assortments in buying situations.</td>
</tr>
<tr>
<td>e. Comparison shop using price, product features, and competitive conditions to analyze competitors’ merchandise.</td>
</tr>
<tr>
<td>f. Explore Internet buying options for retailers.</td>
</tr>
<tr>
<td>g. Using a variety of resources, plan a buying trip to a fashion market and present.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value
Course Name: Fundamentals of Textiles

Course Abbreviation: FMT 1313

Classification: Career–Technical Core

Description: Introduce and explore both natural and manufactured fibers. Examine the production, development, and care of natural and common manufactured fibers as they relate to the apparel industry. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>DOK Level</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify natural fibers used in apparel production.</td>
<td>DOK2, MKT17</td>
<td></td>
</tr>
<tr>
<td>a. Explore the development of natural fibers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Identify characteristics of natural fibers.</td>
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<td></td>
</tr>
<tr>
<td>2. Identify manufactured fibers used in apparel production.</td>
<td>DOK2, MKT17</td>
<td></td>
</tr>
<tr>
<td>a. Explore the developmental processes for manufactured fibers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Identify characteristics of manufactured fibers.</td>
<td></td>
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</tr>
<tr>
<td>3. Introduce basic yarn processing and yarn classifications.</td>
<td>DOK2, MKT17</td>
<td></td>
</tr>
<tr>
<td>a. Identify basic weaves used in apparel production.</td>
<td></td>
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</tr>
<tr>
<td>b. Hands on project using knowledge of basic weave methods used in apparel production.</td>
<td></td>
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</tr>
<tr>
<td>4. Establish knowledge of textile terminology as it relates to apparel production.</td>
<td>DOK2, MKT17</td>
<td></td>
</tr>
<tr>
<td>5. Recognize common care labels and standards in relation to apparel products.</td>
<td>DOK2, BC1, MKT17, MKT18, MKT20</td>
<td></td>
</tr>
<tr>
<td>a. Dry cleaning basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Consumer care basics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Introduce legal and environmental issues as they relate to apparel textile production.</td>
<td>DOK2, BC1, MKT17, MKT18, MKT20</td>
<td></td>
</tr>
<tr>
<td>a. Care Labeling Requirements</td>
<td></td>
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</tr>
<tr>
<td>b. Introduce EPA, FTC, and OSHA standards and regulations as they relate to apparel production.</td>
<td></td>
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<tr>
<td>c. Identify Federal Regulation for textile apparel production.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Permanent Care Labeling Regulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Flammable Fabrics Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Consumer Product Safety Improvement Act</td>
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</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience
MKT18  Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

MKT20  Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
Course Name: Visual Merchandising

Course Abbreviation: FMT 2414

Classification: Career–Technical Core

Description: Application of fundamental principles of design, perspective, and color theory to advanced projects in merchandise presentation. (4 sch: 2-hr lecture, 4-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and execute counter, window, and interior displays using the principles and elements of design. DOK3, MKT17, MKT20, MKT21</td>
</tr>
<tr>
<td>a. Interpret a planogram.</td>
</tr>
<tr>
<td>b. Construct various types of interior and exterior window displays.</td>
</tr>
<tr>
<td>2. Perform display housekeeping using the specific rules necessary for upkeep of display of merchandise to maintain store appearance. DOK2, MKT18, MKT20</td>
</tr>
<tr>
<td>a. Organize and maintain display prop room.</td>
</tr>
<tr>
<td>b. Evaluate and maintain lighting, signage, background, and floors through the life of a display.</td>
</tr>
<tr>
<td>c. Identify proper procedures to control merchandise damage and inventory control as they apply to merchandise used in display.</td>
</tr>
<tr>
<td>3. Dismantle display using correct return principles and procedures to remove counter, window, and interior displays. DOK1, BC1</td>
</tr>
<tr>
<td>a. Identify and implement security practices for merchandise used in display.</td>
</tr>
<tr>
<td>b. Follow proper procedures in returning merchandise.</td>
</tr>
<tr>
<td>4. Critique the effectiveness of a variety of displays. DOK2, MKT20</td>
</tr>
<tr>
<td>a. Explain types of display arrangements.</td>
</tr>
<tr>
<td>b. Evaluate placement of merchandise for impact.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Image and Wardrobe Consulting

Course Abbreviation: FMT 2513

Classification: Career–Technical Core

Description: Assessing and developing an appropriate client image for individuals in a variety of occupations and careers. Emphasis on solving figure problems, make up techniques, wardrobe coordination, and the use of posture and poise to improve image. Seasonal color coding is dated. Determining whether warm, neutral, or cool colors should be used or worn is the current trend. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

1. Understand basic skin care procedures and make appropriate wardrobe and make up selections based on a warm, neutral, or cool color code. DOK2, MKT17, MKT20
   a. Using a color coding system, determine whether a client should use warm, neutral, or cool color product selections for makeup and wardrobe.
   b. Assess facial and figure features of clients.
   c. Apply appropriate skin-care procedures to include cleanser, toner, and moisturizer.
   d. Apply makeup correctly to enhance clients’ appearances for different occasions.
   e. Apply appropriate color choices for an individual wardrobe.

2. Demonstrate proper posture and poise. DOK2, MKT20
   a. Execute proper methods of walking, standing, turning, sitting.
   b. Utilize elements of poise in a professional presentation.

3. Demonstrate an appropriate personal image utilizing proper colors, makeup, accessories, and wardrobe. DOK3, MKT20, 21
   a. Demonstrate the utilization of proper colors.
   b. Demonstrate proper make up techniques.
   c. Demonstrate the proper use of accessories.
   d. Demonstrate appropriate wardrobe choices.
   e. Utilizing the Internet or computer software, create a digital makeover for a client.

4. Plan, coordinate, and present a wardrobe presentation to a client suggesting appropriate clothing for an occasion such as a wedding, vacation, or work. DOK2, MKT16, MKT17
   a. Classify figure types and silhouettes for clients using precise measurements.
   b. Apply design principles to wardrobe selection and coordination.
   c. Suggest appropriate selections for basic wardrobe purchases using a variety of sources that may include the Internet while working within a specified budget.
   d. Recognize appropriate dress for different occupations and the various fashion dress codes for different occasions.
MKT16  Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17  Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT20  Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Course Name: Fashion Show Production

Course Abbreviation: FMT 2613

Classification: Career–Technical Elective

Description: Principles and application of retail sales promotion with emphasis on in-store activities, advertising, publicity, fashion shows, and other special events. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Identify and locate specialized sources of fashion trend information.</th>
<th>DOK3, MKT16, MKT17, MKT20, MKT21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a trend report for a particular season and market by using all sources available on the Internet and current trade and consumer publications.</td>
<td></td>
</tr>
<tr>
<td>b. Prioritize trends as they relate to a particular market, and apply an acceptance timeline as it applies to that target market.</td>
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</tr>
<tr>
<td>c. Utilize proper language and written communication skills in a fashion presentation that may include a seasonal fashion trend board and a seasonal trend report.</td>
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<tr>
<td>d. Use multimedia to produce appropriate visuals for fashion information presentations.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Plan a fashion sales promotion.</th>
<th>DOK5, MKT16, MKT20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a promotion calendar of events and advertising.</td>
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</tr>
<tr>
<td>b. Plan all events for a promotional campaign for a specified period of time.</td>
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<tr>
<td>c. Assign general responsibilities for all activities.</td>
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<tr>
<td>d. Develop a budget for a promotional plan.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Evaluate a fashion show production.</th>
<th>DOK2, MKT16, MKT20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evaluate the staging, lighting, music, theme, and promotional activities for a fashion show.</td>
<td></td>
</tr>
<tr>
<td>b. Evaluate merchandise categories or segments, wardrobe selection, and/or fashion commentary utilized in a fashion show.</td>
<td></td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Course Name: Fashion Forecasting

Course Abbreviation: FMT 2623

Classification: Career–Technical Elective

Description: Principles and application of predicting fashion trends based on past and present style-related information, the interpretation and analysis of the motivation behind a trend, writing trend reports, and creating mood boards to artistically illustrate fashion direction. (3 sch: 1-hr lecture, 4-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
<th>DOK3, MKT16, MKT17, MKT20, MKT21</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the job of fashion forecasting.</td>
<td>DOK3, MKT16, MKT20</td>
</tr>
<tr>
<td>a. Present an overview of fashion forecasting.</td>
<td></td>
</tr>
<tr>
<td>b. Discuss the attributes a forecaster needs in order to pursue a career in the field.</td>
<td></td>
</tr>
<tr>
<td>2. Visualize fashion markets through consumer behavior.</td>
<td>DOK3, MKT16, MKT20</td>
</tr>
<tr>
<td>a. Discuss the types of fashion consumers.</td>
<td></td>
</tr>
<tr>
<td>b. Analyze the types of consumer segmentation.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze fashion movement and the various theories of fashion adoption.</td>
<td>DOK2, MKT16, MKT20</td>
</tr>
<tr>
<td>a. Create examples of fashion history or from today’s marketplace illustrating trickle down, trickle up, and trickle across theories of adoption.</td>
<td></td>
</tr>
<tr>
<td>b. Explain the typical fashion cycle.</td>
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<tr>
<td>4. Profile forecasting agency Iconoculture.</td>
<td></td>
</tr>
<tr>
<td>a. Discuss how lifestyle trends and cultural trends affect long-term forecasting.</td>
<td></td>
</tr>
<tr>
<td>b. Discuss research, organization, and presentation techniques for fashion trend forecasts.</td>
<td></td>
</tr>
<tr>
<td>5. Establish color theory and textile manufacturing as a foundation for forecasting.</td>
<td></td>
</tr>
<tr>
<td>a. Examine concepts associated with color cycles.</td>
<td></td>
</tr>
<tr>
<td>b. Review challenges of predicting color acceptance.</td>
<td></td>
</tr>
<tr>
<td>c. Research online various color planning organizations for the fashion industry.</td>
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</tr>
<tr>
<td>d. Analyze seasonal textile trends in texture, weight, pattern, and performance as it relates to fashion forecasting.</td>
<td></td>
</tr>
<tr>
<td>6. Determine the look for current marketplace trends in design concepts and style directions.</td>
<td></td>
</tr>
<tr>
<td>a. Review cities hosting international Fashion Weeks,</td>
<td></td>
</tr>
<tr>
<td>b. Research fashion off the runway and street fashion.</td>
<td></td>
</tr>
<tr>
<td>c. Create a written fashion-forward seasonal trend report and a visual fashion trend board utilizing mood boards, fashion runway designs of current designers, and fabric swatches.</td>
<td></td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
Course Name: Internship in Fashion Marketing Technology

Course Abbreviation: FMT 291(1-6)

Classification: Career–Technical Elective

Description: Direct application of concepts, terminology, and theory of fashion marketing. Students must be employed in a work environment where they must solve problems as encountered in industry. (Credit is awarded at the rate of 1 sch per 3-hr externship.) (1-6 sch: 9-to 18-hr externship)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply technical skills needed to be a viable member of the workforce.</td>
</tr>
<tr>
<td>a. Prepare a list of training objectives to be achieved in the internship.</td>
</tr>
<tr>
<td>b. Develop technical skills needed to be a viable member of the workforce.</td>
</tr>
<tr>
<td>2. Apply human relationship skills and positive work habits through the performance of work assignments.</td>
</tr>
<tr>
<td>a. Use proactive human relationship skills in the internship.</td>
</tr>
<tr>
<td>b. Perform assignments to develop positive work habits and responsibilities.</td>
</tr>
<tr>
<td>3. Assess accomplishment of training objectives.</td>
</tr>
<tr>
<td>a. Record hours worked in order to meet course requirements.</td>
</tr>
<tr>
<td>b. Present weekly written reports to instructor in activities performed and training objectives accomplished.</td>
</tr>
<tr>
<td>c. Prepare written assessment of intern accomplishments utilizing employer evaluations.</td>
</tr>
<tr>
<td>4. Assess accomplishment of objectives developed by student, employer, and instructor.</td>
</tr>
<tr>
<td>a. Record hours worked in order to meet course requirements.</td>
</tr>
<tr>
<td>b. Keep weekly journals of activities performed and objectives accomplished.</td>
</tr>
<tr>
<td>5. Utilize a set of written guidelines for the internship.</td>
</tr>
<tr>
<td>a. Develop and follow a set of written guidelines for the internship.</td>
</tr>
<tr>
<td>b. Generate a series of reports on a variety of topics related to the particular workplace.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Fashion Merchandising

BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Course Name: Fashion Cooperative Education

Course Abbreviation: FMT 292(1-6)

Classification: Career–Technical Elective

Description: Direct application of concepts and theory of marketing management. Students will work in a marketing-related environment. (1-6 sch: 3- to 18-hr externship)

Prerequisite: Permission of the instructor

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>DOK2, BC5, BC6, BC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create an individual career plan.</td>
<td>DOK2, BC5, BC6, BC12</td>
</tr>
<tr>
<td>a. Prepare a résumé.</td>
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<tr>
<td>b. Prepare correspondence related to employment.</td>
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<tr>
<td>c. Prepare a job application.</td>
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<tr>
<td>d. Develop interview skills.</td>
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<tr>
<td>e. Demonstrate appropriate business attire.</td>
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<tr>
<td>f. Assemble a portfolio.</td>
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<tr>
<td>2. Apply human relationship skills and positive work habits.</td>
<td>DOK2, BC5</td>
</tr>
<tr>
<td>a. Use proactive human relationship skills in the internship.</td>
<td></td>
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<tr>
<td>b. Perform assignments to develop positive work habits and responsibilities.</td>
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<tr>
<td>3. Assess accomplishment of training objectives.</td>
<td>DOK2, BC5</td>
</tr>
<tr>
<td>a. Present weekly written reports to the instructor in activities performed and training objectives accomplished.</td>
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</tr>
<tr>
<td>b. Prepare a written assessment of intern accomplishments utilizing employer evaluations.</td>
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<tr>
<td>4. Utilize a set of written guidelines for the internship.</td>
<td>DOK2, BC5</td>
</tr>
<tr>
<td>a. Develop and follow a set of written guidelines for the internship.</td>
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</tr>
</tbody>
</table>

### STANDARDS

*Standards and Guidelines for Marketing Management Programs*

BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Course Name: Work-Based Learning I, II, III, IV, V, and VI

Course Abbreviation: WBL 191(1-3), WBL 192(1-3), WBL 193(1-3), WBL 291(1-3), WBL 292(1-3), and WBL 293(1-3)

Classification: Free Elective

Description: A structured work-site learning experience in which the student, program-area teacher, work-based learning coordinator, and work-site supervisor or mentor develop and implement an educational training agreement. Designed to integrate the student’s academic and technical skills into a work environment. May include regular meetings and seminars with school personnel and employers for supplemental instruction and progress reviews. (1-3 sch: 3- to 9-hr externship)

Prerequisite: Concurrent enrollment in career–technical program-area courses

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply technical skills and related academic knowledge needed to be a viable member of the workforce. [DOK2, BC5]</td>
</tr>
<tr>
<td>a. Demonstrate technical skills necessary to complete job requirements.</td>
</tr>
<tr>
<td>b. Demonstrate academic skills necessary to complete job requirements.</td>
</tr>
<tr>
<td>c. Perform tasks detailed in an educational training agreement at the work setting.</td>
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<tr>
<td>2. Apply general workplace skills to include positive work habits necessary for successful employment. [DOK2, BC5]</td>
</tr>
<tr>
<td>a. Demonstrate appropriate human relationship skills in the work setting to include conflict resolution, team participation, leadership, negotiation, and customer and client service.</td>
</tr>
<tr>
<td>b. Utilize time, materials, and resource management skills.</td>
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<tr>
<td>c. Use critical thinking skills such as problem solving, decision making, and reasoning.</td>
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<tr>
<td>d. Acquire, evaluate, organize, maintain, interpret, and communicate information.</td>
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</tbody>
</table>

STANDARDS

Specific standards for this course will depend upon the nature of the problem under investigation.
Appendix A: Course References

All of the Fashion Merchandising references listed under General References are used throughout the curriculum. Course-specific references are listed under the appropriate course number and name.

General References


FMT 1113 - Fashion Design Fundamentals


FMT 1213 – Fashion Marketing


FMT 1233 - Buying


FMT 1313 – Textiles in Fashion


FMT 2414 – Visual Merchandising


FMT 2613 - Fashion Sales Direction

Appendix B: Standards for Fashion Merchandising

National Business and Marketing Core Standards

BC = Business Core
MKT = Marketing Core

BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions

BC2 Understands the concepts, strategies, and systems used to obtain and convey ideas and information

BC3 Understands the techniques and strategies used to foster positive, ongoing relationships with customers

BC4 Understands the economic principles and concepts fundamental to business operations

BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others

BC6 Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture

BC7 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources

BC8 Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources

BC9 Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist in business decision making

BC10 Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives

BC11 Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning

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BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

BC13 Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services

BC14 Understands tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department

MKT15 Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions

MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value

MKT19 Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities

MKT20 Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome

MKT21 Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities
## Appendix C: Related Academic Standards

### Related Academic Standards

<table>
<thead>
<tr>
<th>Course</th>
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<th>FMT 1213</th>
<th>FMT 1223</th>
<th>FMT 1233</th>
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<td>21st Century Standards</td>
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### Reading

R1 Interpret Graphic Information (forms, maps, reference sources)
R2 Words in Context (same and opposite meaning)
R3 Recall Information (details, sequence)
R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation
M1 Addition of Whole Numbers (no regrouping, regrouping)
M2 Subtraction of Whole Numbers (no regrouping, regrouping)
M3 Multiplication of Whole Numbers (no regrouping, regrouping)
M4 Division of Whole Numbers (no remainder, remainder)
M5 Decimals (addition, subtraction, multiplication, division)
M6 Fractions (addition, subtraction, multiplication, division)
M7 Integers (addition, subtraction, multiplication, division)
M8 Percents
M9 Algebraic Operations

Applied Mathematics
A1 Numeration (ordering, place value, scientific notation)
A2 Number Theory (ratio, proportion)
A3 Data Interpretation (graph, table, chart, diagram)
A4 Pre-Algebra and Algebra (equations, inequality)
A5 Measurement (money, time, temperature, length, area, volume)
A6 Geometry (angles, Pythagorean theory)
A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
A8 Estimation (rounding, estimation)

Language
L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
L2 Sentence Formation (fragments, run-on, clarity)
L3 Paragraph Development (topic sentence, supporting sentence, sequence)
L4 Capitalization (proper noun, titles)
L5 Punctuation (comma, semicolon)
L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling
S1 Vowel (short, long)
S2 Consonant (variant spelling, silent letter)
S3 Structural Unit (root, suffix)
## Appendix D: 21st Century Skills

### 21st Century Crosswalk for Program Name

<table>
<thead>
<tr>
<th>21st Century Standards</th>
<th>Courses</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>FMT 1113</td>
</tr>
<tr>
<td>CS1 Global Awareness</td>
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</tr>
<tr>
<td>CS2 Financial, Economic, Business and Entrepreneurial Literacy</td>
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### CS1 Global Awareness
1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

### CS2 Financial, Economic, Business and Entrepreneurial Literacy
1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

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CS3  **Civic Literacy**
1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4  **Health Literacy**
1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5  **Environmental Literacy**
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CS6  **Creativity and Innovation**
1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7  **Critical Thinking and Problem Solving**
1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8  **Communication and Collaboration**
1. Communicate Clearly
2. Collaborate with Others

CS9  **Information Literacy**
1. Access and Evaluate Information
2. Use and Manage Information

CS10  **Media Literacy**
1. Analyze Media
2. Create Media Products

CS11  **ICT Literacy**
1. Apply Technology Effectively
CS12 Flexibility and Adaptability
1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction
1. Manage Goals and Time
2. Work Independently
3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills
1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability
1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility
1. Guide and Lead Others
2. Be Responsible to Others