Mississippi Curriculum Framework

Postsecondary Business and Marketing Management and Related Technology

(Program CIP: #52.1401 – Marketing/Marketing Management, General)
(Program CIP: 52.1902 – Fashion Merchandising)

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Standards for Program

National MBA Curriculum Standards
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Related Academic Standards

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

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

**Related Academic Standards**

**21st Century Skills**

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**21st Century Skills**
- Reproduced with permission of the Partnership for 21st Century Skills. Further information may be found at [http://www.21stcenturyskills.org](http://www.21stcenturyskills.org).
Preface

Postsecondary Business and Marketing Management and Related Technology

Research Synopsis

Marketing involves creating, communicating, delivering, and exchanging ideas, goods, or services that have value to customers (Fares, Kimbrell, & Woiloszyk, 2009; American Marketing Association, 2007). Marketing management is one of the major components of business management, and understanding the importance of marketing is crucial to the success of a business (Fares, Kimbrell, & Woiloszyk, 2009). Marketing encompasses a wide spectrum of careers, and most individuals likely will engage in activities related to marketing at some point in their career (Tanner & Raymond, 2011). Therefore, a course in marketing is often a requirement for many college majors.

Advertising, marketing, promotions, public relations, and sales managers coordinate their companies' market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities. In small firms, the owner or chief executive officer might assume all advertising, promotions, marketing, sales, and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, marketing, promotions, sales, and public relations policies (Bureau of Labor Statistics, 2010-2011).

Computer skills are essential for recordkeeping, researching, managing data, and creating reports. 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 very 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).

Persons interested in a marketing career should be mature, creative, highly motivated, resistant to stress, flexible, and decisive. The ability to communicate persuasively, both orally and in writing, with other managers, staff, and the public is vital. These managers also need tact, good judgment, and an exceptional ability to establish and maintain effective personal relationships with supervisory and professional staff members and client firms (Bureau of Labor Statistics, 2010-2011).

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, and graphic design software. Changes suggested for the curriculum included adding a fashion marketing course, adding more computer-related activities, such as an electronic portfolio, changing the core courses and added emphasis on social media marketing, research and offering more electives analysis, and integrating the use of tablet computers.

Needs of the Future Workforce

The volume of marketing jobs 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. This exceeds the national growth rate of 11%. Most job openings for this occupation will be due to the need to replace workers who leave the occupation or retire (Bureau of Labor Statistics, 2010-2011). However, new career opportunities for marketers are opening up in the media industry. This is primarily due to the widespread use of the Internet and social media to promote and grow business (Linde, 2010; Stelzer, 2011).

In Mississippi, marketing and survey researchers are projected to have the highest growth (25%) by 2021. Public relations specialists run a close second with a projected growth of 22%. By 2021, jobs in retail sales are projected to have the most job openings (15,559) and marketing and sales managers are projected to earn the highest hourly wages ($31.21) (Economic Marketing Specialists, Inc., 2012).

**Marketing Management 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>134,248</td>
<td>152,364</td>
<td>18,116</td>
<td>13%</td>
<td>48,038</td>
<td>$15.04</td>
</tr>
<tr>
<td>National Total</td>
<td>19,415,04</td>
<td>21,542,36</td>
<td>2,127,31</td>
<td>11%</td>
<td>6,369,027</td>
<td>$18.58</td>
</tr>
</tbody>
</table>
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 included the following:

- Renamed MMT 1123 from Marketing Management to Marketing Applications
- Renamed MMT 1313 from Personal Selling to Selling
- Created the course MMT 292(1-6) Marketing Cooperative Education
- Competencies and objectives were reviewed and revised 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 (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 (FMT 2513) was changed to an elective.

Supervised Work Experience in 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.

The Recommended Tools and Equipment list was updated and placed in the new spreadsheet format that is a separate document.

Assessment

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

Students are assessed using the Marketing Management Technology CPASMS-CPAS2 test. The MS-CPAS2 blueprint can be found at 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. No alternate assessments are available at this time.

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 to 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 to learn about the most updated standards of the TABE exam.

**Program Exceptions**

No program exceptions exist at this time.

**Articulation**

No articulated Articulation credit from secondary Marketing to postsecondary Marketing Management will be offered 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. VocationalCareer–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 vocationalCareer–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocationalCareer 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 vocationalCareer 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, developers 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. Each vocationalCareer 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:
  o Vocational Career–technical core – A required vocational career–technical course for all students
  o Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
  o Vocational Career–technical elective – An elective vocational career–technical course.
  o Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
  o 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 of 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:
  o 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
  o Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  o Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed and/or revised
  o Activities that implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational career–technical programs
Individualized learning activities, including worksite 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 Section 2.7.3 For degree must include completion in associate programs, the component constitutes a minimum of 15 semester credit hour 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 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—are to be drawn from and include at least one course from each 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 following areas: humanities/fine arts, social/behavioral sciences, and students 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 [SBCJC] 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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Program Description

Business and Marketing Management

The 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. The graduate for a career in sales, advertising, management, public relations, merchandising, and buying. 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 fashion and its related professions and industries such as manager, wardrobe consultant, buyer, sale 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 gives students the discretion of opportunity to acquire the local district. The associate’s of Applied Science Degree is earned upon successful completion of the Fashion Marketing Technology program. background and skills necessary to enter the business and community workforce in positions leading to the mid-management level and higher.
Suggested Course Sequence*

**Business and Marketing Management Technology**

**FIRST YEAR**

**Career Certificate Option**

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

<table>
<thead>
<tr>
<th>3 sch</th>
<th>Written Communications Elective</th>
<th>Principles of Marketing</th>
<th>3 sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 sch</td>
<td>Principles of Marketing (<strong>MMT 1113</strong>)</td>
<td>Social/Behavioral Science Elective</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Computer-Related Elective</td>
<td>Accounting Elective</td>
<td></td>
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<tr>
<td>3 sch</td>
<td>MMT/FMT Elective‡</td>
<td>Advertising Elective (MMT 1323)</td>
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<tr>
<td>3 sch</td>
<td>MMT/FMT Elective‡</td>
<td>Personal Selling (MMT 1313)</td>
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<tr>
<td>3 sch</td>
<td>Oral Communications Elective</td>
<td>Principles of Management (MMT 2213)***</td>
<td></td>
</tr>
<tr>
<td>18 sch</td>
<td></td>
<td></td>
<td>15 sch hr lecture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 sch</th>
<th>Written Communications Elective</th>
<th>Principles of Marketing</th>
<th>3 sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 sch</td>
<td>Selling (MMT 1313)</td>
<td>Social/Behavioral Science Elective</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Marketing Applications (MMT 1123)</td>
<td>Accounting Elective</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Multimedia Presentations for Marketing or Approved Computer-Related Elective</td>
<td>Advertising Elective (MMT 1323)</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Human Resources Management (MMT 2333)</td>
<td>Personal Selling (MMT 1313)</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Merchandising Math, BOT 1313 Applied Business Math or Approved Math Course (MMT 1413 or BOT 1313 or Approved Math Course)</td>
<td>Principles of Management (MMT 2213)***</td>
<td></td>
</tr>
<tr>
<td>12 sch</td>
<td>Approved Career-Technical Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Career Certificate</td>
<td>30 sch</td>
<td></td>
</tr>
</tbody>
</table>
SECOND-YEAR

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

*These core 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**

**Marketing Management**

**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 Marketing Management program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMT 1123</td>
<td>Marketing Management</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 2313</td>
<td>E-Commerce Marketing</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 1123</td>
<td>Math/Science Elective</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 2313</td>
<td>Restricted Elective†</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 1123</td>
<td>MMT/FMT Elective‡</td>
<td>3 sch</td>
</tr>
</tbody>
</table>

15 sch

---

**Career Certificate**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMT 2233</td>
<td>Human Resource Management</td>
<td>3 sch</td>
</tr>
<tr>
<td>BAD 2413</td>
<td>Legal Environment of Business I (BAD 2413)</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 2213</td>
<td>MMT/FMT Elective‡</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 2213</td>
<td>Restricted Elective‡</td>
<td>3 sch</td>
</tr>
<tr>
<td>MMT 2213</td>
<td>Humanities/Fine Arts Elective</td>
<td>3 sch</td>
</tr>
</tbody>
</table>

18 sch

---

**E-Commerce Marketing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 2413</td>
<td>Advertising</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>BAD 2413</td>
<td>Principles of Management</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>BAD 2413</td>
<td>Approved Career-Technical Electives</td>
<td>3 sch</td>
</tr>
</tbody>
</table>

Total Semester Credit Hours for a Technical Certificate 45 sch

---

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

‡ Principles of Economics (Macroeconomics) (ECO 2113)

‡ Principles of Economics (Microeconomics) (ECO 2123)

‡ Internship in Business and Marketing Management Technology (MMT 291[1-6])

‡ 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

The MSCPAS2 Y2 test will be administered upon completion of the above courses.
*These core 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)
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) assessed using the MSCPAS2 Y2 test.
**** 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 Management**

**FIRST YEAR**

**Associate of Applied Science Degree Option**

To receive the Associate of Applied Science Degree in Marketing Management, 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>Career Certificate</th>
<th>30 credits minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Certificate</td>
<td>15 credits minimum</td>
</tr>
<tr>
<td>General Education Core Courses</td>
<td>15 credits minimum</td>
</tr>
</tbody>
</table>

| 3 sch Written Communications Elective | 3 sch Image and Wardrobe Consulting (FMT 2513) |
| 3 sch Principles of Marketing (MMT 1113) | 3 sch Principles of Management (MMT 2213) |
| 3 sch Fashion Design Fundamentals (FMT 1113) | 3 sch Advertising (MMT 1323) |
| 3 sch Fashion Marketing (FMT 1213) | 3 sch Oral Communications Elective |
| 3 sch Computer Elective            | 3 sch Textiles in Fashion (FMT 1313) |
| 15 sch Total Semester Credit Hours for the Associate of Applied Science Degree | 3 sch Personal Selling (MMT 1313) |

18 sch 60 credits minimum hours earned as a compilation of Career, Technical, and Academic credit hours.
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 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.
## APPROVED CAREER-TECHNICAL ELECTIVES FOR MARKETING MANAGEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 1133</td>
<td>Microcomputer Applications</td>
<td>3 sch: 3-hr lecture OR 2-hr lecture, 2-hr lab</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Marketing Seminar (I, II, II, IV, or V)</td>
<td>3 sch: Buying (FMT 1233)</td>
<td></td>
</tr>
<tr>
<td>4 sch</td>
<td>Visual Merchandising (FMT 2414)</td>
<td>3 sch: MMT/FMT Elective†</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Restricted Elective‡</td>
<td>3 sch: Restricted Elective‡</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Humanities/Fine Arts Elective</td>
<td>3 sch: Social/Behavioral Science Elective</td>
<td></td>
</tr>
<tr>
<td>3 sch</td>
<td>Math/Science Elective</td>
<td>3 sch: MMT/FMT Elective‡</td>
<td></td>
</tr>
<tr>
<td>16 sch</td>
<td>MMT 171(1-3), MMT 172(1-3), MMT 173(1-3), MMT 174(1-3), MMT 175(1-3)</td>
<td>15 sch: 1 sch: 2-hr lab; 2 sch: 4-hr lab; or 3 sch: 6-hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2243</td>
<td>Marketing Case Studies</td>
<td>3 sch: 3-hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2343</td>
<td>Marketing Web Page Design</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2423</td>
<td>Retail Management</td>
<td>3 sch: 3-hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2513</td>
<td>Entrepreneurship</td>
<td>3 sch: 3-hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2523</td>
<td>Event Management</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2613</td>
<td>International Marketing</td>
<td>3 sch: 3-hr lecture</td>
<td></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>
<td></td>
</tr>
<tr>
<td>MMT 292[1-6]</td>
<td>Marketing Cooperative Education</td>
<td>1-6 sch: 3- to 18-hr externship</td>
<td></td>
</tr>
<tr>
<td>FMT 1113</td>
<td>Fashion Design Fundamentals</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1213</td>
<td>Fashion Marketing</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1223</td>
<td>Product Knowledge</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1233</td>
<td>Buying Fundamentals</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1313</td>
<td>Fundamentals of Textiles</td>
<td>3 sch: 2-hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2414</td>
<td>Visual Merchandising</td>
<td>4 sch: 2-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2513</td>
<td>Image and Wardrobe Consulting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2613</td>
<td>Fashion Show Production</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2623</td>
<td>Fashion Forecasting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></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>
<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>
<td></td>
</tr>
<tr>
<td>MDT 1244 or COM 2483</td>
<td>Principles of Mass Communication</td>
<td>4 sch: 4 hr. lecture</td>
<td></td>
</tr>
<tr>
<td>BOT 1313</td>
<td>Applied Business Math</td>
<td>3 sch: 3-hr lecture</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>--------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>BOT 2813</td>
<td>Business Communications</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>CAT 1113</td>
<td>Graphic Design and Production</td>
<td>3 sch: 6 hr. lab</td>
<td></td>
</tr>
<tr>
<td>CPT 1323</td>
<td>Survey of Microcomputer Applications</td>
<td>3 sch: 2 hr. lecture, 2 hr. lab</td>
<td></td>
</tr>
<tr>
<td>WBL 191[1-3]</td>
<td>Work-Based Learning</td>
<td>1-3 sch: 3-9 hr. externship</td>
<td></td>
</tr>
<tr>
<td>WBL 192[1-3]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WBL 193[1-3]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WBL 291[1-3]</td>
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<td></td>
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<tr>
<td>WBL 292[1-3]</td>
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<td></td>
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</tr>
<tr>
<td>WBL 293[1-3]</td>
<td></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 Note: 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 (MMT 2623)
  - Fashion Sales Direction (MMT 2633)
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.
### APPROVED ACADEMIC ELECTIVES FOR MARKETING MANAGEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit: Hours</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.
Marketing Management Courses

Course Name: Principles of Marketing

Course Abbreviation: MMT 1113

Classification: Vocational-Career—Technical Core

Description: Study of principles and problems of marketing goods and services and methods of distribution from producer to consumer. Topics include 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

Competencies and Suggested Objectives

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

2. Apply the concepts of economics within marketing activities. Determine appropriate criteria and stages in the development of new products.
   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.
   d. Explain concepts of marketing research.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 Explain MKT16 Understands the nature of marketing strategies.

ME15 Interpret the impact of supply concepts, systems, and demand on price.

ME18 Explain the concept of productivity.
ME21—Identify employment opportunities in marketing tools needed to gather, access, synthesize, evaluate, 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 dissemination information for use in making business decisions.

ME33—Plan 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 and or 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) response to market opportunities
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 theorem)

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 Applications

Course Abbreviation: MMT 1123

Classification: Vocational-Career—Technical Core

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

Prerequisite: Principles of Marketing (MMT 1113) or approval of instructor

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1.</th>
<th>Expand and evaluate the critical trends and issues in the field of marketing. DOK3, MKT16, MKT17, MKT20, MKT21</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Identify and analyze the steps in a typical marketing plan.</td>
</tr>
<tr>
<td>b.</td>
<td>Identify information that can be obtained from the Internet to assist with the development of the marketing plan.</td>
</tr>
<tr>
<td>c.</td>
<td>Develop written communication skills through the creation of a marketing plan.</td>
</tr>
<tr>
<td>d.</td>
<td>Calculate risks, finances, and opportunities required in a typical marketing plan.</td>
</tr>
<tr>
<td>e.</td>
<td>Determine marketing strategy effectiveness.</td>
</tr>
</tbody>
</table>

### STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

<table>
<thead>
<tr>
<th>ME2</th>
<th>Explain MKT16 Understands the nature of concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT17</td>
<td>Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience</td>
</tr>
</tbody>
</table>

| 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 concepts 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 strategies needed to communicate information using technology.

ME31—Determine pricing objectives, policies, and strategies.

ME33—Plan a product and service mix.

ME35—Select materials, images, and/or ideas to achieve a desired outcome.

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


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: Personal Selling

Course Abbreviation: MMT 1313

Classification: Vocational–Career–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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and execute effective promotion through personal selling.</td>
</tr>
<tr>
<td>a. Recognize the different types of selling</td>
</tr>
<tr>
<td>b. Identify the various selling positions available and the duties and responsibilities of each.</td>
</tr>
<tr>
<td>c. Identify the personality traits and qualifications needed by successful salespeople, including honesty and business ethics.</td>
</tr>
<tr>
<td>d. Determine the steps in the buying process.</td>
</tr>
<tr>
<td>e. Apply these steps to the selling process.</td>
</tr>
<tr>
<td>f. Apply appropriate responses to rejection—customer objections depending upon psychological types identified.</td>
</tr>
<tr>
<td>g. Analyze the forces influencing buyer behavior.</td>
</tr>
<tr>
<td>h. Recognize the importance of customer service in the selling process.</td>
</tr>
<tr>
<td>i. Determine the steps in the buying process as they apply to the selling process.</td>
</tr>
</tbody>
</table>

2. Prepare and execute an effective sales presentation.
   a. Demonstrate the importance of developing product solutions.
   b. Create promotional materials for sales presentation.
   c. Create and present a 30 second elevator pitch.
   d. Create presentations through the use of multimedia.

   b. Assess student presentations.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs
ME8 Communicate clearly

MKT16 Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and concisely in writing.

ME10 Make decisions.

ME13 Apply interpersonal skills to develop good customer relationships.

ME28 Determine the need for marketing disseminate information.

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

ME43 Determine and minimize risks in selling to a customer.

ME44 Utilize MKT18 Understands concepts and strategies to build utilized in determining and adjusting prices to maximize return 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 meet customers’ perceptions 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)

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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


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: Advertising

Course Abbreviation: MMT 1323

Classification: Vocational–Career–Technical Core

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

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Plan, organize, execute, and evaluate effective promotion through mass advertising. DOK3.</th>
<th>MKT17, MKT18</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze and identify the target market for a promotion.</td>
<td></td>
</tr>
<tr>
<td>b. Develop strategies for campaigns and individual advertising messages.</td>
<td></td>
</tr>
<tr>
<td>c. Construct an advertising budget.</td>
<td></td>
</tr>
<tr>
<td>d. Develop a method for analyzing the effectiveness of an advertising budget.</td>
<td></td>
</tr>
<tr>
<td>e. Determine advertising costs from rate cards or other information.</td>
<td></td>
</tr>
<tr>
<td>f. Determine the products, features, and benefits to be advertised.</td>
<td></td>
</tr>
<tr>
<td>g. Determine logical media choices and contrast media choices.</td>
<td></td>
</tr>
<tr>
<td>h. List sources for locating secondary information.</td>
<td></td>
</tr>
<tr>
<td>i. Develop and prepare effective print, website, social media, and broadcast copy media.</td>
<td></td>
</tr>
<tr>
<td>j. Prepare copywriter’s rough layouts for advertisement.</td>
<td></td>
</tr>
<tr>
<td>k. Evaluate various Internet advertisements.</td>
<td></td>
</tr>
<tr>
<td>l. Review national and regional ad campaigns.</td>
<td></td>
</tr>
<tr>
<td>m. Create and present an advertising campaign.</td>
<td></td>
</tr>
<tr>
<td>n. Evaluate advertising campaigns.</td>
<td></td>
</tr>
</tbody>
</table>

2. Analyze principles of design.

   a. Develop design with formal and informal balance.

   b. Develop color scheme.

   c. Develop design using exact repetition design, alteration design, and progression design.

2. Describe the communication model.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME1---Identify ways that technology impacts business.

ME2---Explain MKT17 understands the nature of concepts and strategies utilized to determine and target marketing strategies.
ME9—Use appropriate technology to facilitate marketing communications.

ME10—Make decisions.

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

ME36—Describe factors used by marketers to position products. MKT18—Understands concepts and businesses.

ME37—Explain the communication process used in strategies utilized 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 (samedetermining and opposite meaning)

R3—Recall Information (details, sequence)

R4—Construct Meaning (main idea, summaryadjusting prices to maximize return and paraphrase, compare 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)

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

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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

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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


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: Merchandising Math

Course Abbreviation: MMT 1413

Classification: Vocational–Career–Technical Elective

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

Prerequisite: None

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

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 MKT17 Understands 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, concepts and strategies, utilized to 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 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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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)

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21st Century Skills

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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: Marketing Seminar or Marketing Seminar I, II, III, IV, V

Course Abbreviation: MMT 1753 or 171(1-3), MMT 1711, 172(1-3), MMT 1721, 173(1-3), or MMT 1731, 174(1-3), MMT 1741, 175(1-3)

Classification: Vocational-Career–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. (1 sch: 2-hr lab, 2 sch: 4-hr lab, 3 sch: 6-hr lab or 1 sch: 2-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>Develop professionalism and leadership skills through organizational activities and projects.</td>
</tr>
<tr>
<td>a.</td>
<td>Identify functions and roles of group members in a variety of scenarios.</td>
</tr>
<tr>
<td>b.</td>
<td>Present acceptable solutions to ethical dilemmas in business.</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate proper problem solving and conflict resolution techniques.</td>
</tr>
<tr>
<td>d.</td>
<td>Demonstrate communication and team building skills.</td>
</tr>
<tr>
<td>2.</td>
<td>Explore career opportunities.</td>
</tr>
<tr>
<td>a.</td>
<td>Become aware of opportunities that exist in the field of marketing.</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrate an understanding of the role of professional organizations in career advancement.</td>
</tr>
<tr>
<td>c.</td>
<td>Identify current job market trends.</td>
</tr>
<tr>
<td>d.</td>
<td>Identify types of resources available to managers, how to contact them, and what assistance can be expected from them (to include government agencies).</td>
</tr>
<tr>
<td>e.</td>
<td>Identify sources used to obtain job leads.</td>
</tr>
<tr>
<td>3.</td>
<td>Design and develop an individual career plan.</td>
</tr>
<tr>
<td>a.</td>
<td>Prepare a résumé.</td>
</tr>
<tr>
<td>b.</td>
<td>Prepare correspondence related to employment.</td>
</tr>
<tr>
<td>c.</td>
<td>Prepare a job application.</td>
</tr>
<tr>
<td>d.</td>
<td>Develop interview skills.</td>
</tr>
<tr>
<td>e.</td>
<td>Demonstrate appropriate business attire.</td>
</tr>
<tr>
<td>f.</td>
<td>Assemble a portfolio.</td>
</tr>
</tbody>
</table>

STANDARDS

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)

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)

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

A8—Estimation (rounding, estimation)

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

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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

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

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

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Course Name: Principles of Management

Course Abbreviation: MMT 2213

Classification: Vocational–Career—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: 3-2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>DOK &amp; BCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the functions of management.</td>
<td>DOK 3, BC4, BC8, BC9, BC10, BC11</td>
</tr>
<tr>
<td>a. Identify and define the basic parts of the planning process.</td>
<td></td>
</tr>
<tr>
<td>b. Identify and describe the major components of organization.</td>
<td></td>
</tr>
<tr>
<td>c. Name and apply the major components of staffing.</td>
<td></td>
</tr>
<tr>
<td>d. Explore the primary styles of leadership.</td>
<td></td>
</tr>
<tr>
<td>e. Identify and classify the basic motivational theories.</td>
<td></td>
</tr>
<tr>
<td>f. Examine the different types of organizational communications.</td>
<td></td>
</tr>
<tr>
<td>g. Define the steps of the control process.</td>
<td></td>
</tr>
<tr>
<td>h. Identify and apply the basic control methods and techniques.</td>
<td></td>
</tr>
<tr>
<td>i. Identify problem solving techniques</td>
<td></td>
</tr>
</tbody>
</table>

2. Assess a code of acceptable business ethics. | DOK 2, BC1, BC3, BC5 |
| a. Evaluate the use of proper business ethics. | |
| b. Compare differences of | Explore different business ethics in various cultures. |

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

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

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

BC4 Understands the economic principles and concepts fundamental to business operations

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

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)

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M8—Percents

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SUGGESTED REFERENCES


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
Course Name: Human Resource Management

Course Abbreviation: MMT 2233

Classification: Vocational–Career–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. 
   - List recent developments that have taken place due to government regulation that impact human resources.
   - Demonstrate various motivational methods for improving performance.
   - Demonstrate the roles managers play in employee relations.
   - Explain wage and salary, fringe benefits, and other compensation incentives.
   - Discuss OSHA, EEOC, and other state and federal regulations.
   - Identify selection and termination procedures, including interviewing and resume evaluations.
   - Discuss appraisal and performance review, including discipline, training, retraining, and recognition procedures.
   - Discuss policy, practice, and procedure manuals.

2. Discuss and analyze unexpected problems that often arise in a workplace environment.
   - Identify potential crisis management situations.
   - Discuss the importance of crisis management planning.
   - 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 BC2—Understands the concepts, strategies, and concisely in writing.

ME9—Use appropriate technology systems used 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, obtain and opposite meaning)
R3—Recall Information (details, sequence)
R4—— Construct Meaning (main idea, summary, convey ideas and paraphrase, compare and contrast, cause and information, 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  BC3 Understands the techniques and strategies used to foster positive, ongoing relationships with customers

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

BC8 Understands the tools, techniques, 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 systems that businesses use to plan, staff, lead, 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


BC11 Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
Course Name: Marketing Case Studies

Course Abbreviation: MMT 2243

Classification: Vocational–Career–Technical Elective

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

Prerequisite: Marketing Management Applications (MMT 1123)

Competencies and Suggested Objectives

1. Interpret and evaluate data in order to determine solutions to marketing management situations. DOK3, MKT15, MKT16, MKT17, MKT18
   a. Apply appropriate reasoning skills to a problem-solving approach.
   b. Interpret and evaluate quantitative data that will be present in an actual business situation.
   c. Critique concepts relevant to the marketing process.
   d. Analyze the elements of product planning.
   e. Explain how physical distribution activities are integrated in marketing channels and in overall marketing strategies.
   f. Develop pricing objectives, and calculate prices and cost.
   g. Analyze the elements of a promotional mix.
   h. Analyze the final and industrial consumers and their buying behaviors.
   i. Determine market segments, and forecast market potential.
   j. Evaluate uncontrollable variables affecting marketing management.

2. Evaluate a business case study through a real business scenario or book related case. DOK3, MKT16
   a. Incorporate all objectives of class to determine a plan or direction for the business by evaluating the information that is presented.
      a. b. Present this to class through presentation, technology, report, or learning scenario.

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain MKT15 Understands the nature of marketing strategies.

ME4 — Monitor variables associated with business risk.

ME8 — Communicate clearly concepts and processes needed to identify, select, monitor, 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 evaluate sales 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, 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.

ME33—Plan a product utilized to determine and service mix, target marketing strategies to a select audience.

ME36—Describe factors used by marketers to position products, MKT18 Understands concepts and businesses.

ME37—Explain the communication process utilized strategies utilized in promotion.

ME39—Utilize publicity.

ME41—Develop an understanding of customers determining and clients.

Related Academic Standards

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

R2—Words in Context (same adjusting prices to maximize return 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 meet customers’ perceptions of 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:** E-Commerce Marketing

**Course Abbreviation:** MMT 2313

**Classification:** Vocational–Career–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, and social media opportunities involved in creating a functioning online business presence. (3 sch: 3-hr lecture)

**Prerequisite:** None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency Number</th>
<th>Competency Description</th>
<th>DOK, MKT Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examine marketing strategies involved in electronic commerce.</td>
<td>DOK2, MKT15, MKT16</td>
</tr>
<tr>
<td></td>
<td>a. Compare the relationships between the World Wide Web and the Internet and e-commerce.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Critique the marketing issues related to e-business.</td>
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<tr>
<td></td>
<td>c. Explain purchasing and business support activities as they relate to e-commerce.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Explore e-commerce challenges.</td>
<td>DOK2, MKT15, MKT16, MKT19, MKT20, MKT21</td>
</tr>
<tr>
<td></td>
<td>a. Evaluate Web promotion techniques.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Critique effective Web sites.</td>
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<tr>
<td></td>
<td>c. Assess usability testing in Web site design.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Analyze security protection techniques.</td>
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<tr>
<td></td>
<td>e. Compare electronic payment systems.</td>
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<tr>
<td></td>
<td>f. Examine international, legal, and ethical issues as they relate to e-commerce.</td>
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<tr>
<td></td>
<td>g. Discuss privacy issues as they relate to e-commerce.</td>
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<tr>
<td>3.</td>
<td>Analyze the use of social media and the role it plays in marketing communications.</td>
<td>DOK2, MKT15, MKT16</td>
</tr>
<tr>
<td></td>
<td>a. Define the types of social media available.</td>
<td></td>
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<tr>
<td></td>
<td>b. Understand the impact of social media on marketing communications.</td>
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<tr>
<td></td>
<td>c. Determine how to effectively integrate social media into an organization’s integrated marketing communications.</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARDS

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME1</td>
<td>Identify ways that technology impacts business.</td>
</tr>
<tr>
<td>ME2</td>
<td>Explain the nature of marketing strategies.</td>
</tr>
<tr>
<td>ME4</td>
<td>Monitor variables associated with business risk.</td>
</tr>
<tr>
<td>ME9</td>
<td>Use appropriate technology to facilitate marketing communications.</td>
</tr>
</tbody>
</table>
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

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.

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 for use in making buying business decisions.

ME43—Determine—MKT17—Understands the concepts and minimize risks in selling strategies utilized to a customer.

ME44—Utilizedetermine and target marketing strategies to build and maintain a clientele a select audience

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)
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


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: Multimedia Presentations for Marketing

Course Abbreviation: MMT 2333

Classification: Vocational–Career–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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1. Evaluate and integrate presentation strategies into marketing topics. | - Define audience demographics as they relate to current marketing concepts.  
- Formulate marketing concept objectives for presentation.  
- 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. | - Examine multimedia template options that demonstrate appropriate layouts for marketing presentations.  
- Apply animations that coincide with multimedia presentations for existing marketing concepts.  
- Insert proper marketing tables and graphics into multimedia presentations. |
| 3. Generate effective electronic presentations for marketing career opportunities. | - Select appropriate presentation software.  
- Organize marketing career information, graphics, font styles, designs, and other data for logical sequencing.  
- Create handouts and notes pages for corresponding marketing career opportunities.  
- Present completed marketing career opportunities presentations. |
| 4. Generate effective marketing concepts presentations using electronic media. | - Select appropriate presentation software.  
- Organize information, graphics, font styles, designs, and other data for logical sequencing during a marketing concepts presentation.  
- Create corresponding marketing concepts handouts and notes pages.  
- 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)

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)
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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


**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: Marketing Web Page Design

Course Abbreviation: MMT 2343

Classification: Vocational–Career–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

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

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)
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)
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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)
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)

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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


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: Retail Management

Course Abbreviation: MMT 2423

Classification: Vocational–Career–Technical Elective (Marketing Management Technology); Career–Technical Core (Fashion Merchandising)

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

Competencies and Suggested Objectives

1. Examine strategies necessary for successful and efficient retail operations. DOK3, MKT15, MKT16, MKT17, MKT18
   a. Explain the role of retailing in the chain of distribution.
   b. Analyze retail classifications.
   c. Apply the retail mix in order to balance the business operation.
   d. Examine the dollar control method of merchandise forecasting and budgeting.
   e. Analyze a classification merchandising plan.
   f. Compare retail pricing strategies.
   g. Analyze inventory management systems.
   h. Evaluate non-store retail strategies.
   i. Identify performance measures, and discuss their importance.

2. Assess the role of visual merchandising in retail merchandising. DOK2, MKT17, MKT20, MKT21
   a. Examine the concept of retail image as it is related to the atmosphere it creates through the exterior, general interior, layout, and displays.
   b. Recognize effective use of visual merchandising techniques.
   c. Analyze the impact of community relations on a retailer’s image.

3. Investigate aspects necessary in selecting a site location and in creating an effective store layout. DOK3, MKT16
   a. Examine the types of locations available to a retailer.
   b. Identify the concept of the one-hundred percent location.
   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 MKT15 Understands 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 concepts and processes needed to identify, select, monitor, 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 evaluate sales channels and channel members.

ME27—Use budgets to meet MKT16 Understands the financial needs of a business.

ME28—Determine the need for marketing concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate 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 for use in making buying business decisions.

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

ME44—Utilize MKT17 Understands the concepts and strategies utilized to determine and target marketing strategies to build a select audience.

MKT18 Understands concepts and strategies utilized in determining and adjusting prices to maximize return and maintain a clientele, meet customers’ perceptions of value.

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 theorem)

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)
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


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: Entrepreneurship

Course Abbreviation: MMT 2513

Classification: Vocational–Career–Technical Elective

Description: Overview of key marketing concepts, methods, and strategic issues relevant to entrepreneurs and the activities that are involved in with 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, resources, develop a comprehensive business plan for creating a potential or existing 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 BC4 Understands the nature of marketing strategies.

ME4 Monitor variables associated with economic principles and concepts fundamental to 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 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


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
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

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

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
Course Name: Event Management

Course Abbreviation: MMT 2523

Classification: Vocational-Career—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 proposed plan.</td>
</tr>
<tr>
<td>i. Evaluate event outcome and effectiveness.</td>
</tr>
<tr>
<td>j. Learn about technology that is available to help promote an event.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME4 Monitor variables. BC6 Understands the concepts, processes, and skills associated with business risk.

ME6 Identify potential business ventures based on community, market identifying new ideas, opportunities, and opportunity analyses.

ME8 Communicate clearly methods 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 creating or starting a business or venture.

ME28 Determine concepts and processes needed to identify, select, monitor, and evaluate sales channels.

MKT15 Understand concepts and strategies utilized to determine and target marketing information to a select audience.

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 information to a select audience.

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)

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**


**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: International Marketing

Course Abbreviation: MMT 2613

Classification: Vocational-Career—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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analyze the framework for conducting business in an international market.</td>
</tr>
<tr>
<td></td>
<td>a. Examine the scope of international marketing.</td>
</tr>
<tr>
<td></td>
<td>b. Compare and contrast the different international business environments.</td>
</tr>
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<td></td>
<td>c. Analyze the cultural dynamics of international marketing to include business customs and practices.</td>
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<tr>
<td></td>
<td>d. Assess the political environment in various international markets.</td>
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<tr>
<td></td>
<td>e. Contrast the international legal environment to the legal environment of the United States.</td>
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<tr>
<td></td>
<td>f. Define marketing opportunities in established and emerging markets.</td>
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<tr>
<td></td>
<td>g. Analyze global and promotional alternatives.</td>
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<tr>
<td></td>
<td>h. Discuss pricing methods and the negotiation process for international markets.</td>
</tr>
<tr>
<td></td>
<td>i. Discuss new and future international marketing trends.</td>
</tr>
<tr>
<td>2.</td>
<td>Explore and examine international marketing through the use of the Internet.</td>
</tr>
<tr>
<td></td>
<td>a. Identify companies that are using electronic communications for developing international business.</td>
</tr>
<tr>
<td></td>
<td>b. Analyze the previous companies’ marketing strategies utilizing the World Wide Web.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Business and Marketing Management Programs

ME2 — Explain BC3 — Understands the nature of marketing techniques and strategies.

ME4 — Monitor variables associated with business risk.

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

ME13 — Apply interpersonal skills used to develop good customer—foster positive, ongoing relationships, with customers.

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 BC5 Understands techniques, strategies.

ME33—Plan a product, and service mix.

ME34—Analyze product-liability risks.

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

ME41—Develop an-foster self-understanding of customers and clients and enhance relationships with others.

ME42—Utilize selling techniques to aid customers BC13 Understands the concepts and clients processes needed to move, store, locate, and/or transfer ownership of goods and services.

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

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

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 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)
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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: Internship in Business and Marketing Management Technology

Course Abbreviation: MMT 291(1-6)

Classification: Vocational–Career–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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply technical skills needed to be a viable member of the workforce. <strong>DOK 2, BC 12</strong>&lt;br&gt;   a. Prepare a list of training objectives to be achieved in the internship.&lt;br&gt;   b. Develop technical skills needed to be a viable member of the workforce.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply human relationship skills and positive work habits. <strong>DOK 2, BC 5</strong>&lt;br&gt;   a. Use proactive human relationship skills in the internship.&lt;br&gt;   b. Perform assignments to develop positive work habits and responsibilities.</td>
</tr>
<tr>
<td>3.</td>
<td>Assess accomplishment of training objectives. <strong>DOK 2, BC 5</strong>&lt;br&gt;   a. Present weekly written reports to the instructor in activities performed and training objectives accomplished.&lt;br&gt;   b. Prepare a written assessment of intern accomplishments utilizing employer evaluations.</td>
</tr>
<tr>
<td>4.</td>
<td>Utilize a set of written guidelines for the internship. <strong>DOK 2, BC 5</strong>&lt;br&gt;   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 **BC 5** Understands techniques, strategies, and systems used to facilitate marketing communications.

ME11 Treat others fairly at work.

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

ME13 Apply interpersonal skills **BC 12** 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 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)

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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: Fashion Design Fundamentals

Marketing Cooperative Education

Course Abbreviation: FMT 1113 MMT 292(1-6)

Classification: Vocational–Career–Technical Core Elective

Description: Examines factors influencing fashion color, line, design. Direct application of concepts and theories of art to clothing creation and selection. (3 marketing management. Students will work in a marketing-related environment. (1-6 sch: 23- to 18-hr lecture, 2-hr lab, externship)

Prerequisite: None Permission of the instructor

<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>1. Create an individual career plan.</td>
</tr>
<tr>
<td>a. Prepare a résumé.</td>
</tr>
<tr>
<td>b. Prepare correspondence related to employment.</td>
</tr>
<tr>
<td>c. Prepare a job application.</td>
</tr>
<tr>
<td>d. Develop interview skills.</td>
</tr>
<tr>
<td>e. Demonstrate appropriate business attire.</td>
</tr>
<tr>
<td>f. Assemble a portfolio.</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>2. Apply human relationship skills and positive work habits.</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. Analyze and assess accomplishment of training objectives.</td>
</tr>
<tr>
<td>a. Present weekly written reports to the fashion design process instructor in the development of a clothing line. Activities performed and training objectives accomplished.</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>b. Prepare a written assessment of intern accomplishments utilizing employer evaluations.</td>
</tr>
</tbody>
</table>
4. **Complete Utilize** a project demonstrating the elements and principles of design.

   a. Analyze clothing written guidelines 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 Management Programs*

**ME1** Identify ways that technology impacts business.

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

**ME9** Use appropriate technologies systems used to facilitate marketing communications.

**ME15** Interpret the impact of supply foster self-understanding and demand on price.

**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)

**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)
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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: Fashion Marketing

Course Abbreviation: FMT 1213

Classification: Vocational-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.
   - 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.
   - 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.
   - 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. Explain career opportunities in the field of fashion marketing.
   - a. Conduct a job search using the Internet.
   - b. Prepare a resume.
c. Participate in a job interview.

STANDARDS

Standards and Guidelines for Fashion Marketing Programs

ME1—Identify ways that technology impacts business.
ME8—Communicate clearly and concisely in writing.
ME9—Use appropriate technology 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 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)
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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CS5——Thinking and Problem-Solving Skills
CS6——Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


Course Name: Product Knowledge

Course Abbreviation: FMT-1223

Classification: Vocational-Technical Elective

Description: Study of the buying and selling function and enhancement of relationships 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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe and differentiate materials used in various types of apparel and related products.</td>
</tr>
<tr>
<td>a. Describe the various metals and finishes of metals used in the manufacturing of jewelry.</td>
</tr>
<tr>
<td>b. Recognize various stones used in the making of jewelry.</td>
</tr>
<tr>
<td>c. Identify popular types of fur.</td>
</tr>
<tr>
<td>d. Identify grain characteristics of leather.</td>
</tr>
<tr>
<td>2. Recognize quality features of apparel and accessories.</td>
</tr>
<tr>
<td>a. Explain the four C’s used to describe precious gems and how they affect stones’ values.</td>
</tr>
<tr>
<td>b. Perform a quality feature analysis of selected types of apparel and accessories.</td>
</tr>
<tr>
<td>3. Demonstrate ability to classify sizes and to determine proper fit and care for men’s wear, ladies’ wear, children’s wear, and accessories.</td>
</tr>
<tr>
<td>a. Demonstrate the correct size classification for men’s wear, ladies’ wear, and children’s wear.</td>
</tr>
<tr>
<td>b. Determine the proper fit for men’s wear, ladies’ wear, and children’s wear.</td>
</tr>
<tr>
<td>c. Demonstrate the proper care of men’s wear, ladies’ wear, children’s wear, and accessories.</td>
</tr>
<tr>
<td>4. Recognize common styles of accessories.</td>
</tr>
<tr>
<td>a. Recognize common styles of shoes.</td>
</tr>
<tr>
<td>b. Recognize common styles of handbags.</td>
</tr>
<tr>
<td>c. Recognize common styles of hats.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Fashion Marketing Programs

ME18——Explain 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

BC12——Understands concepts, tools, and strategies.

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)

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)
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SUGGESTED REFERENCES


Course Name: Buying
Course Abbreviation: FMT 1233
Classification: Vocational-Technical Core
Description: Study of the functions of the buyer within the retail operation including logical sequences for activities and information necessary for buying merchandise. (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. Describe the traits, characteristics, and responsibilities necessary for a successful buying career.</td>
</tr>
<tr>
<td>a. Examine a variety of time management techniques.</td>
</tr>
<tr>
<td>b. Explore the application of personality analysis as it relates to the management aspects of the buying position.</td>
</tr>
<tr>
<td>c. Apply appropriate guidelines for the delegation of duties of the buyer’s position.</td>
</tr>
<tr>
<td>2. Examine management strategies used in buying decision making.</td>
</tr>
<tr>
<td>a. Analyze and interpret sales records.</td>
</tr>
<tr>
<td>b. Develop, analyze, and adjust a three-month or six-month merchandising plan as needed.</td>
</tr>
<tr>
<td>c. Apply factors that influence assortment planning to buying situations.</td>
</tr>
<tr>
<td>d. Apply principles of seasonal planning to buying situations.</td>
</tr>
<tr>
<td>e. Apply principles of classification of merchandising assortment to buying situations.</td>
</tr>
<tr>
<td>f. Comparison shop using price, product features, and competitive conditions to analyze competitors’ merchandise.</td>
</tr>
<tr>
<td>g. Explore Internet buying options.</td>
</tr>
<tr>
<td>h. Explain the procedure followed during market visits as related to time, budgets, working the various sections of the market, and negotiating with vendors.</td>
</tr>
<tr>
<td>i. Discuss unit control and factors affecting the accuracy of inventory figures.</td>
</tr>
<tr>
<td>j. Make management decisions using computer simulations.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Fashion Marketing Programs

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, and strategies.
ME35—Select materials, products, or services to purchase.
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)
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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)
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)
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CS6 — Interpersonal and Self-Directional Skills

SUGGESTED REFERENCES


**Course Name:** Textiles in Fashion

**Course Abbreviation:** FMT 1313

**Classification:** Vocational-Technical Core

**Description:** Examination of fibers, yarns, fabric construction, finishes, and design as applied to the selection of clothing and household fabrics. (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. Trace the development of fibers from their initial stages through their manufacturing into textile products.</td>
</tr>
<tr>
<td>a. Recognize methods of dyeing fabric, and identify advantages and disadvantages of each.</td>
</tr>
<tr>
<td>b. Recognize methods of printing on fabric, and identify advantages and disadvantages of each.</td>
</tr>
<tr>
<td>c. Compare and contrast natural and man-made fibers.</td>
</tr>
<tr>
<td>2. Compile fabric samples showing basic fibers, yarns, construction, and finishes.</td>
</tr>
<tr>
<td>a. Identify fabric characteristics based on fiber and construction.</td>
</tr>
<tr>
<td>b. Examine fabrics to determine if yarns are spun of filament.</td>
</tr>
<tr>
<td>c. Recognize the effects of different finishes on fabric.</td>
</tr>
<tr>
<td>d. Use fabric samples to identify construction, fiber, and fabric name.</td>
</tr>
<tr>
<td>3. Match fabrics with their proper end uses and care.</td>
</tr>
<tr>
<td>a. Determine durability of fabrics.</td>
</tr>
<tr>
<td>b. Evaluate fabric for a specific end-use.</td>
</tr>
<tr>
<td>4. Identify standards and legislation that affect textile products.</td>
</tr>
<tr>
<td>a. Describe laws relating to the labeling of textile products.</td>
</tr>
<tr>
<td>b. Interpret textile information from tags and labels, advertisements, and manufacturer’s information.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Fashion Marketing Programs

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)

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M9 — Algebraic Operations

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A2—Number Theory (ratio, proportion)

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SUGGESTED REFERENCES


Course Name: Visual Merchandising

Course Abbreviation: FMT 2414

Classification: Vocational-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

1. Plan and execute counter, window, and interior displays using the principles and elements of design.
   - b. Design store layout or a display using computer graphic design software.
   - c. Construct displays using merchandise from local retail stores.

2. Perform display housekeeping using the specific rules necessary for upkeep of display of merchandise to maintain store appearance.
   - a. Organize and maintain display prop room.
   - b. Evaluate and maintain lighting, signage, background, and floors through the life of a display.
   - c. Identify proper procedures to control merchandise damage and inventory control as they apply to merchandise used in display.

3. Dismantle display using correct return principles and procedures to remove counter, window, and interior displays.
   - a. Identify and implement security practices for merchandise used in display.
   - b. Follow proper procedures in returning merchandise to retail stores.

4. Critique the effectiveness of a variety of displays.

### STANDARDS

Standards and Guidelines for Fashion Marketing Programs
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)

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A6—Geometry (angles, Pythagorean theory)

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SUGGESTED REFERENCES


**Course Name:** Image and Wardrobe Consulting  
**Course Abbreviation:** FMT 2513  
**Classification:** Vocational-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. (3 sch: 1-hr lecture, 4-hr lab)

**Prerequisite:** None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Understand the procedure for determining color coding for clients and customers, and make appropriate wardrobe and make-up selections based on a color code.</th>
<th>2. Demonstrate poise in the execution of basic steps, model's turns, and professional presentation.</th>
<th>3. Demonstrate an appropriate personal image utilizing proper colors, makeup, accessories, and wardrobe.</th>
<th>4. Plan, coordinate, and present a wardrobe presentation to a client suggesting appropriate clothing for an occasion such as a wedding, vacation, or work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify procedures and results using a color coding system.</td>
<td>a. Execute proper methods of walking and model's turns.</td>
<td>a. Demonstrate the utilization of proper colors.</td>
<td>a. Analyze the figures of a variety of clients using precise measurements and computer analysis.</td>
</tr>
<tr>
<td>b. Assess facial and figure features of clients.</td>
<td>b. Utilize elements of poise in a professional presentation.</td>
<td>b. Demonstrate proper make-up techniques.</td>
<td></td>
</tr>
<tr>
<td>c. Identify appropriate skin care procedures.</td>
<td></td>
<td>c. Demonstrate the proper use of accessories.</td>
<td></td>
</tr>
<tr>
<td>d. Apply makeup correctly to enhance clients' appearances for different occasions.</td>
<td></td>
<td>d. Demonstrate appropriate wardrobe choices.</td>
<td></td>
</tr>
<tr>
<td>d. Apply appropriate color choices for an individual wardrobe.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 occasions.

STANDARDS

Standards and Guidelines for Fashion Marketing Programs

ME13—Apply interpersonal skills to explore, obtain, and develop good customer relationships in a business career.

ME22—Utilize resources that can contribute to professional development.

ME33—Plan a product and service mix.

ME41—Develop an understanding of customers and clients.

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

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)

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SUGGESTED REFERENCES


Course Name: Fashion Sales Direction

Course Abbreviation: FMT 2613

Classification: Vocational-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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and locate specialized sources of fashion trend information.</td>
</tr>
<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>
</tr>
<tr>
<td>2. Demonstrate communication of fashion information that could include seasonal fashion merchandising seminars or seasonal trend presentations.</td>
</tr>
<tr>
<td>a. Utilize proper language and written communication skills in a fashion presentation that may include a seasonal fashion seminar or a seasonal trend report.</td>
</tr>
<tr>
<td>b. Use multimedia to produce appropriate visuals for fashion information presentations.</td>
</tr>
<tr>
<td>3. Plan a fashion sales promotion.</td>
</tr>
<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>
<tr>
<td>4. Plan and evaluate a fashion show.</td>
</tr>
<tr>
<td>a. Plan the staging, lighting, music, budget, theme, and promotional activities for a fashion show.</td>
</tr>
<tr>
<td>b. Select merchandise and models for a fashion show.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Fashion Marketing 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.
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)
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:** Internship in Fashion Marketing Technology

**Course Abbreviation:** FMT 2913, FMT 2923, or FMT 2936

**Classification:** Vocational-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.) (3-6 sch: 9-to 18-hr externship)

**Prerequisite:** None

### 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 through the performance of work assignments.</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. 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Assess accomplishment of objectives developed by student, employer, and instructor.</th>
</tr>
</thead>
<tbody>
<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Utilize a set of written guidelines for the internship.</th>
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</thead>
<tbody>
<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

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)
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)
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L5—Punctuation (comma, semicolon)
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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: 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 workplace learning experience in which the student, program-area teacher, work-based learning coordinator, and work-site workplace 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

<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>
</tr>
<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>
</tr>
<tr>
<td>c. Use critical thinking skills such as problem solving, decision making, and reasoning.</td>
</tr>
<tr>
<td>d. Acquire, evaluate, organize, maintain, interpret, and communicate information.</td>
</tr>
</tbody>
</table>

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. **Appendix A: Course References**

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

**General References**

http://www.marketingpower.com/AboutAMA/Pages/DefinitionofMarketing.aspx

http://www.bls.gov/oco/ocos020.htm


Stelzer, M. A. (2011, April 7). *2011 social media marketing industry report: How marketers are using social media to grow their businesses*. Retrieved from Social Media Examiner:
http://www.socialmediaexaminer.com/social-media-marketing-industry-report-2011/

**MMT 1113 – Principles of Marketing**


MMT 1123 – Marketing Applications

MMT 1313 – Selling

MMT 1323 – Advertising

MMT 1413 – Merchandising Math

MMT 2213 – Principles of Management

MMT 2233 – Human Resource Management
MMT 2313 – E-Commerce Marketing


**MMT 2333 – 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

**Virtual**


**MMT 2423 – Retail Management**


**MMT 2513 – Entrepreneurship**


**MMT 2523 – Event Management**

Appendix B: Standards for Marketing Management

National Business Challenge and Marketing Core Standards

6. Printshop
7. Microsoft Publisher
8. 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

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

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

**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.

<table>
<thead>
<tr>
<th>Cluster/Competency</th>
<th>Related Academic Standards</th>
<th>Level 1 (C1)</th>
<th>Level 2 (C2)</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Principles of Marketing</strong></td>
<td>MMT 1113 Principles of Marketing</td>
<td>25% MMT 1323</td>
<td>25% MMT 1323</td>
<td>MMT 2233</td>
<td>MMT 2313</td>
</tr>
<tr>
<td>Cluster 2: Advertising MMT-1323 Advertising 21st Century Standards</td>
<td>13</td>
<td>5</td>
<td>18</td>
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<td>13</td>
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<td>Cluster 4: Personal Selling (3) MMT-1313 Personal Selling R2</td>
<td>13</td>
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</tbody>
</table>

| Total Hours: 12 Total Questions: R3 | 52 | 18 | 70 | 100% | ✓ | ✓ | ✓ | ✓ |

<p>| R4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| R5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| M9 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L4 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| L6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |</p>
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<tr>
<th>Course</th>
<th>MMT 2243</th>
<th>MMT 2333</th>
<th>MMT 2443</th>
<th>MMT 2513</th>
<th>MMT 2523</th>
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<th>MMT 291(1-6)</th>
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<tbody>
<tr>
<td>R1</td>
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Related Academic Standards (cont.)
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.

ME22—Utilize resources that can contribute to professional development.

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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/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 Formulation (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 C D: 21st Century Skills

#### 21st Century Crosswalk for Marketing Management

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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
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 and Health Literacy

1. Obtaining, interpreting and 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
2. Be Responsible to Others
2012 Mississippi Curriculum Framework

Postsecondary Marketing Management
(Program CIP: #52.1401 – Marketing/Marketing Management, General)

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Mississippi State, MS 39762

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Standards for Program
National MBA Curriculum Standards
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Related Academic Standards

21st Century Skills
Preface

Marketing Management Research Synopsis

Marketing involves creating, communicating, delivering, and exchanging ideas, goods, or services that have value to customers (Fares, Kimbrell, & Woiloszyk, 2009; American Marketing Association, 2007). Marketing management is one of the major components of business management, and understanding the importance of marketing is crucial to the success of a business (Fares, Kimbrell, & Woiloszyk, 2009). Marketing encompasses a wide spectrum of careers, and most individuals likely will engage in activities related to marketing at some point in their career (Tanner & Raymond, 2011). Therefore, a course in marketing is often a requirement for many college majors.

Advertising, marketing, promotions, public relations, and sales managers coordinate their companies' market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities. In small firms, the owner or chief executive officer might assume all advertising, promotions, marketing, sales, and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, marketing, promotions, sales, and public relations policies (Bureau of Labor Statistics, 2010-2011).

Computer skills are essential for recordkeeping, researching, managing data, and creating reports. 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 very 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).

Persons interested in a marketing career should be mature, creative, highly motivated, resistant to stress, flexible, and decisive. The ability to communicate persuasively, both orally and in writing, with other managers, staff, and the public is vital. These managers also need tact, good judgment, and an exceptional ability to establish and maintain effective personal relationships with supervisory and professional staff members and client firms (Bureau of Labor Statistics, 2010-2011).

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, 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 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. This exceeds the national growth rate of 11%. Most job openings for this occupation will be due to the need to replace workers who leave the occupation or retire (Bureau of Labor Statistics, 2010-2011). However, new career opportunities for marketers are opening up in the media industry. This is primarily due to the widespread use of the Internet and social media to promote and grow business (Linde, 2010; Stelzer, 2011).

In Mississippi, marketing and survey researchers are projected to have the highest growth (25%) by 2021. Public relations specialists run a close second with a projected growth of 22%. By 2021, jobs in retail sales are projected to have the most job openings (15,559) and marketing and sales managers are projected to earn the highest hourly wages ($31.21) (Economic Marketing Specialists, Inc., 2012).

**Marketing Management Employment Projections and Earnings**

<table>
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<th>Region</th>
<th>2012 Jobs</th>
<th>2021 Jobs</th>
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**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 included the following:

- Renamed MMT 1123 from Marketing Management to Marketing Applications
- Renamed MMT 1313 from Personal Selling to Selling
- Created the course MMT 292(1-6) Marketing Cooperative Education
- Competencies and objectives were reviewed and revised to ensure accuracy and appropriateness.
- The Recommended Tools and Equipment list was updated and placed in the new spreadsheet format that is a separate document.

**Assessment**

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

Students are assessed using the Marketing Management Technology 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. No alternate assessments are available at this time.
Professional Learning

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

- Professional organizations – To network, stay current, and to 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 to 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 Marketing Management 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

Marketing Management

The Marketing Management program of study prepares the graduate for a career in sales, advertising, management, public relations, merchandising, and buying. A combination of class work and practical experience gives students the opportunity to acquire the background and skills necessary to enter the business and community workforce in positions leading to the mid-management level and higher.
Suggested Course Sequence

Marketing Management

Career Certificate Option

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MMT 1113</td>
<td>Principles of Marketing</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 1123</td>
<td>Marketing Applications</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>MMT 2333</td>
<td>Multimedia Presentations for Marketing or Approved Computer-Related Elective</td>
<td>3 sch: 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>MMT 2233</td>
<td>Human Resources Management</td>
<td>3 sch: 2-hr lecture, 2-hr lab</td>
</tr>
<tr>
<td>MMT 1413 or BOT 1313 or Approved Math Course</td>
<td>Merchandising Math, BOT 1313 Applied Business Math or Approved Math Course</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td></td>
<td>Approved Career-Technical Electives</td>
<td>12 sch</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Career Certificate</td>
<td>30 sch</td>
</tr>
</tbody>
</table>

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

*These core 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

Marketing Management

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all required Career Certificate courses \textbf{AND} the following required Technical Certificate courses in the Marketing Management program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MMT 2313</td>
<td>E-Commerce Marketing</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 2213</td>
<td>Principles of Management</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>BAD 2413 or LET 1113</td>
<td>BAD 2413 Legal Environment of Business or LET 1113 Intro to Law</td>
<td>3 sch: 3 hr lecture</td>
</tr>
<tr>
<td>Approved Career-Technical Electives</td>
<td>3 sch</td>
<td></td>
</tr>
<tr>
<td>Total Semester Credit Hours for a Technical Certificate</td>
<td>45 sch</td>
<td></td>
</tr>
</tbody>
</table>

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

*These core course competencies will be assessed using the MSCPAS2 Y2 test.
Suggested Course Sequence

Marketing Management

Associate of Applied Science Degree Option

To receive the Associate of Applied Science Degree in Marketing Management, 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>Career Certificate</th>
<th>30 credits minimum</th>
</tr>
</thead>
<tbody>
<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 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.
### APPROVED CAREER-TECHNICAL ELECTIVES FOR MARKETING MANAGEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 1133</td>
<td>Microcomputer Applications</td>
<td>3 sch: 3-hr lecture OR 2-hr lecture, 2-hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 171(1-3), MMT 172(1-3), MMT 173(1-3), MMT 174(1-3), MMT 175(1-3)</td>
<td>Marketing Seminar (I, II, III, IV, or V)</td>
<td>1 sch: 2-hr lab; 2 sch: 4-hr lab; or 3 sch: 6-hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2243</td>
<td>Marketing Case Studies</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2343</td>
<td>Marketing Web Page Design</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2423</td>
<td>Retail Management</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2513</td>
<td>Entrepreneurship</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>MMT 2523</td>
<td>Event Management</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>MMT 2613</td>
<td>International Marketing</td>
<td>3 sch: 3-hr lecture</td>
<td></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>
<td></td>
</tr>
<tr>
<td>MMT 292[1-6]</td>
<td>Marketing Cooperative Education</td>
<td>1-6 sch: 3- to 18-hr externship</td>
<td></td>
</tr>
<tr>
<td>FMT 1113</td>
<td>Fashion Design Fundamentals</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1213</td>
<td>Fashion Marketing</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1223</td>
<td>Product Knowledge</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1233</td>
<td>Buying Fundamentals</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 1313</td>
<td>Fundamentals of Textiles</td>
<td>3 sch: 2 hr lecture, 2 hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2414</td>
<td>Visual Merchandising</td>
<td>4 sch: 2-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2513</td>
<td>Image and Wardrobe Consulting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2613</td>
<td>Fashion Show Production</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></td>
</tr>
<tr>
<td>FMT 2623</td>
<td>Fashion Forecasting</td>
<td>3 sch: 1-hr lecture, 4-hr lab</td>
<td></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>
<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>
<td></td>
</tr>
<tr>
<td>MDT 1244 or COM 2483</td>
<td>Principles of Mass Communication</td>
<td>4 sch: 4 hr. lecture</td>
<td></td>
</tr>
<tr>
<td>BOT 1313</td>
<td>Applied Business Math</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>BOT 2813</td>
<td>Business Communications</td>
<td>3 sch: 3 hr lecture</td>
<td></td>
</tr>
<tr>
<td>CAT 1113</td>
<td>Graphic Design and Production</td>
<td>3 sch: 6 hr. lab</td>
<td></td>
</tr>
<tr>
<td>CPT 1323</td>
<td>Survey of Microcomputer Applications</td>
<td>3 sch: 2 hr. lecture, 2 hr. lab</td>
<td></td>
</tr>
<tr>
<td>WBL 191[1-3]</td>
<td>Work-Based Learning</td>
<td>1-3 sch: 3-9 hr. externship</td>
<td></td>
</tr>
</tbody>
</table>

Other instructor approved electives that are listed in the MCCB approved CTE Uniform Course Numbering document.

Note: Marketing Management Lab (MMT 1000) is sometimes used as an optional open lab for all lab assignments in the program.
### APPROVED ACADEMIC ELECTIVES FOR MARKETING MANAGEMENT

<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.
Marketing Management Courses

Course Name: Principles of Marketing

Course Abbreviation: MMT 1113

Classification: Career–Technical Core

Description: Study of principles and problems of marketing goods and services and methods of distribution from producer to consumer. Topics include 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

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1.</th>
<th>Explore each facet of the marketing mix and marketing strategies.</th>
<th>DOK5, MKT17, MKT18, MKT19</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Explain the definition of marketing and its’ place in the free-enterprise system.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Identify and analyze the external and internal influences that affect marketing decisions.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Identify each element of the marketing mix: price, product, place, and promotion.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Identify and contrast marketing strategies used for the consumer and industrial or business markets.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Analyze appropriate target markets, segmentation strategies, and positioning.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Determine classifications of goods and services within the appropriate stage of the product life cycle.</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Contrast the industrial/business to business/organizational market with the consumer market, including the marketing of goods, services, or ideas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th>Apply the concepts of economics within marketing activities.</th>
<th>DOK5, MKT16, MKT17, MKT18</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Explain and analyze the effect of supply and demand on the marketing variables.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Determine appropriate criteria and stages in the development of new products.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Explain pricing strategies for new product development.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Explain concepts of marketing research.</td>
<td></td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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
Course Name: Marketing Applications

Course Abbreviation: MMT 1123

Classification: Career–Technical Core

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

Prerequisite: Principles of Marketing (MMT 1113) or approval of instructor

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1.</th>
<th>Expand and evaluate the critical trends and issues in the field of marketing.</th>
<th>DOK3, MKT16, MKT17, MKT20, MKT21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Identify and analyze the steps in a typical marketing plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Identify information that can be obtained from the Internet to assist with the development of the marketing plan.</td>
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<tr>
<td></td>
<td>c. Develop written communication skills through the creation of a marketing plan.</td>
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</tr>
<tr>
<td></td>
<td>d. Calculate risks, finances, and opportunities required in a typical marketing plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Evaluate marketing strategy effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

### STANDARDS

*Standards and Guidelines for Marketing Management Programs*

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: Selling

Course Abbreviation: MMT 1313

Classification: Career–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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and execute effective promotion through personal selling.</td>
</tr>
<tr>
<td>a. Recognize the different types of selling</td>
</tr>
<tr>
<td>b. Identify the various selling positions available and the duties and responsibilities of each.</td>
</tr>
<tr>
<td>c. Identify the personality traits and qualifications needed by successful salespeople, including honesty and business ethics.</td>
</tr>
<tr>
<td>d. Apply appropriate responses to customer objections depending upon psychological types identified.</td>
</tr>
<tr>
<td>e. Analyze the forces influencing buyer behavior.</td>
</tr>
<tr>
<td>f. Recognize the importance of customer service in the selling process.</td>
</tr>
<tr>
<td>g. Develop an effective selling strategy including knowledge of the product, the company, suggestive selling, and the competition.</td>
</tr>
<tr>
<td>h. Determine the role of selling in today’s market-driven economy.</td>
</tr>
<tr>
<td>i. Develop statements that turn product features into customer benefits.</td>
</tr>
<tr>
<td>j. Determine the steps in the buying process as they apply to the selling process.</td>
</tr>
</tbody>
</table>

2. Prepare and execute an effective sales presentation. |
   a. Demonstrate the importance of developing product solutions. |
   b. Create promotional materials for sales presentation. |
   c. Create and present a 30 second elevator pitch. |
   d. Create presentations through the use of multimedia.

STANDARDS

Standards and Guidelines for Marketing Management Programs

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
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: Advertising

Course Abbreviation: MMT 1323

Classification: Career–Technical Core

Description: The role of advertising as an integrated marketing communications 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>DOK Level</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan, organize, execute, and evaluate effective promotion through mass advertising.</td>
<td>DOK3</td>
<td>MKT17, MKT18</td>
</tr>
<tr>
<td>a. Analyze and identify the target market for a promotion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Develop strategies for campaigns and individual advertising messages.</td>
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</tr>
<tr>
<td>c. Construct an advertising budget.</td>
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</tr>
<tr>
<td>d. Develop a method for analyzing the effectiveness of an advertising budget.</td>
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<td></td>
</tr>
<tr>
<td>e. Determine advertising costs from rate cards or other information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Determine the products, features, and benefits to be advertised.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Determine logical media choices and contrast media choices.</td>
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<td></td>
</tr>
<tr>
<td>h. List sources for locating secondary information.</td>
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</tr>
<tr>
<td>i. Develop and prepare effective print, website, social media, and broadcast media.</td>
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<tr>
<td>j. Prepare copywriter’s rough layouts for advertisement.</td>
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</tr>
<tr>
<td>k. Evaluate various Internet advertisements.</td>
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<tr>
<td>l. Review national and regional ad campaigns.</td>
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<td></td>
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<tr>
<td>m. Create and present an advertising campaign.</td>
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<td></td>
</tr>
<tr>
<td>n. Evaluate advertising campaigns.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Describe the communication model.

### STANDARDS

**Standards and Guidelines for Marketing Management Programs**

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: Merchandising Math

Course Abbreviation: MMT 1413

Classification: Career–Technical Elective

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

Prerequisite: None

### Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply the mathematical calculations relating to the merchandising process.</td>
<td>Standards and Guidelines for Marketing Management Programs</td>
</tr>
<tr>
<td>a. Calculate the cumulative markup figures and individual markup figures.</td>
<td>MKT17 Understands the concepts and strategies utilized to</td>
</tr>
<tr>
<td>b. Illustrate how to improve average markup with additional purchases.</td>
<td>determine and target marketing strategies to a select</td>
</tr>
<tr>
<td>c. Apply effective pricing strategies utilizing merchandising formulas.</td>
<td>audience.</td>
</tr>
<tr>
<td>d. Identify and differentiate merchandise control systems employed by retailers.</td>
<td></td>
</tr>
<tr>
<td>e. Explain the difference between stock turn and capital turn.</td>
<td></td>
</tr>
<tr>
<td>f. Analyze the interaction between sales and stock planning to ensure that sales and stocks are balanced.</td>
<td></td>
</tr>
<tr>
<td>g. Develop a buying plan manually or with appropriate software programs.</td>
<td></td>
</tr>
<tr>
<td>h. Solve problems using ratios and proportions.</td>
<td></td>
</tr>
<tr>
<td>i. Calculate shipping related terms.</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Marketing Seminar I, II, III, IV, V

Course Abbreviation: MMT 171(1-3), MMT 172(1-3), MMT 173(1-3), or MMT 174(1-3), MMT 175(1-3)

Classification: Career–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. (1 sch: 2-hr lab, 2 sch: 4-hr lab, 3 sch: 6-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop professionalism and leadership skills through organizational activities and projects.</td>
</tr>
<tr>
<td>a. Identify functions and roles of group members in a variety of scenarios.</td>
</tr>
<tr>
<td>b. Present acceptable solutions to ethical dilemmas in business.</td>
</tr>
<tr>
<td>c. Demonstrate proper problem solving and conflict resolution techniques.</td>
</tr>
<tr>
<td>d. Demonstrate communication and team building skills.</td>
</tr>
<tr>
<td>2. Explore career opportunities.</td>
</tr>
<tr>
<td>a. Become aware of opportunities that exist in the field of marketing.</td>
</tr>
<tr>
<td>b. Demonstrate an understanding of the role of professional organizations in career advancement.</td>
</tr>
<tr>
<td>c. Identify current job market trends.</td>
</tr>
<tr>
<td>d. Identify types of resources available to managers, how to contact them, and what assistance can be expected from them (to include government agencies).</td>
</tr>
<tr>
<td>e. Identify sources used to obtain job leads.</td>
</tr>
<tr>
<td>3. Design and develop an individual career plan.</td>
</tr>
<tr>
<td>a. Prepare a résumé.</td>
</tr>
<tr>
<td>b. Prepare correspondence related to employment.</td>
</tr>
<tr>
<td>c. Prepare a job application.</td>
</tr>
<tr>
<td>d. Develop interview skills.</td>
</tr>
<tr>
<td>e. Demonstrate appropriate business attire.</td>
</tr>
<tr>
<td>f. Assemble a portfolio.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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
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

BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Course Name: Principles of Management

Course Abbreviation: MMT 2213

Classification: Career–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: 2-hr lecture, 2-hr lab)

Prerequisite: None

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
<th>DOK3, BC4, BC8, BC9, BC10, BC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the functions of management</td>
<td></td>
</tr>
<tr>
<td>a. Identify and define the basic parts of the planning process.</td>
<td></td>
</tr>
<tr>
<td>b. Identify and describe the major components of organization.</td>
<td></td>
</tr>
<tr>
<td>c. Name and apply the major components of staffing.</td>
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</tr>
<tr>
<td>d. Explore the primary styles of leadership.</td>
<td></td>
</tr>
<tr>
<td>e. Identify and classify the basic motivational theories.</td>
<td></td>
</tr>
<tr>
<td>f. Examine the different types of organizational communications.</td>
<td></td>
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<tr>
<td>g. Define the steps of the control process.</td>
<td></td>
</tr>
<tr>
<td>h. Identify and apply the basic control methods and techniques.</td>
<td></td>
</tr>
<tr>
<td>i. Identify problem solving techniques</td>
<td></td>
</tr>
<tr>
<td>2. Assess a code of acceptable business ethics.</td>
<td>DOK2, BC1, BC5, BC6</td>
</tr>
<tr>
<td>a. Evaluate the use of proper business ethics.</td>
<td></td>
</tr>
<tr>
<td>b. Explore different business ethics in various cultures.</td>
<td></td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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

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

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
Course Name: Human Resource Management

Course Abbreviation: MMT 2233

Classification: Career–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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify the information relative to the procurement, placement, training, and development of human resources.</td>
</tr>
<tr>
<td>a.</td>
<td>Discuss government regulations that impact human resources.</td>
</tr>
<tr>
<td>b.</td>
<td>Demonstrate various motivational methods for improving performance.</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate the roles managers play in employee relations.</td>
</tr>
<tr>
<td>d.</td>
<td>Explain wage and salary, fringe benefits, and other compensation incentives.</td>
</tr>
<tr>
<td>e.</td>
<td>Discuss OSHA, EEOC, and other state and federal regulations.</td>
</tr>
<tr>
<td>f.</td>
<td>Identify selection and termination procedures, including interviewing and resume evaluations.</td>
</tr>
<tr>
<td>g.</td>
<td>Discuss appraisal and performance review, including discipline, training, retraining, and recognition procedures.</td>
</tr>
<tr>
<td>h.</td>
<td>Discuss policy, practice, and procedure manuals.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss and analyze unexpected problems that often arise in a workplace environment.</td>
</tr>
<tr>
<td>a.</td>
<td>Identify potential crisis management situations.</td>
</tr>
<tr>
<td>b.</td>
<td>Discuss the importance of crisis management planning.</td>
</tr>
<tr>
<td>c.</td>
<td>Identify important characteristics of company spokespersons.</td>
</tr>
</tbody>
</table>

STANDARDS

**Standards and Guidelines for Marketing Management Programs**

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

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

BC8 Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources
BC11 Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
Course Name: Marketing Case Studies

Course Abbreviation: MMT 2243

Classification: Career–Technical Elective

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

Prerequisite: Marketing Applications (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. DOK3, MKT15, MKT16, MKT17, MKT18</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>
<tr>
<td>2. Evaluate a business case study through a real business scenario or book related case. DOK3, MKT16</td>
</tr>
<tr>
<td>a. Incorporate all objectives of class to determine a plan or direction for the business by evaluating the information that is presented.</td>
</tr>
<tr>
<td>b. Present this to class through presentation, technology, report, or learning scenario.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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
Course Name: E-Commerce Marketing

Course Abbreviation: MMT 2313

Classification: Career–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, legal issues, and social media opportunities involved in creating a functioning online business presence. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>DOK, MKT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Examine marketing strategies involved in electronic commerce.</td>
<td>DOK2, MKT15, MKT16</td>
</tr>
<tr>
<td></td>
<td>a. Compare the relationships between the Internet and e-commerce.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Critique the marketing issues related to e-commerce.</td>
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<tr>
<td></td>
<td>c. Explain purchasing and business support activities as they relate to e-commerce.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Explore e-commerce challenges.</td>
<td>DOK2, MKT15, MKT16, MKT19, MKT20, MKT21</td>
</tr>
<tr>
<td></td>
<td>a. Evaluate Web promotion techniques.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Critique effective Web sites.</td>
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</tr>
<tr>
<td></td>
<td>c. Assess usability testing in Web site design.</td>
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</tr>
<tr>
<td></td>
<td>d. Analyze security protection techniques.</td>
<td></td>
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<tr>
<td></td>
<td>e. Compare electronic payment systems.</td>
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<tr>
<td></td>
<td>f. Examine international, legal, and ethical issues as they relate to e-commerce.</td>
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<td></td>
<td>g. Discuss privacy issues as they relate to e-commerce.</td>
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</tr>
<tr>
<td>3.</td>
<td>Analyze the use of social media and the role it plays in marketing communications.</td>
<td>DOK2, MKT15, MKT16, MKT17</td>
</tr>
<tr>
<td></td>
<td>a. Define the types of social media available.</td>
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<tr>
<td></td>
<td>b. Understand the impact of social media on marketing communications.</td>
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</tr>
<tr>
<td></td>
<td>c. Determine how to effectively integrate social media into an organization’s integrated marketing communications.</td>
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</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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
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: Multimedia Presentations for Marketing

Course Abbreviation: MMT 2333

Classification: Career–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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Evaluate and integrate presentation strategies into marketing topics.</td>
</tr>
<tr>
<td>a. Define audience demographics as they relate to current marketing concepts.</td>
</tr>
<tr>
<td>b. Formulate marketing concept objectives for presentation.</td>
</tr>
<tr>
<td>c. Review and select forms of presentation media that will be appropriate for current marketing concepts.</td>
</tr>
<tr>
<td><strong>2.</strong> Demonstrate techniques used in creating multimedia presentations for various marketing concepts.</td>
</tr>
<tr>
<td>a. Examine multimedia template options that demonstrate appropriate layouts for marketing presentations.</td>
</tr>
<tr>
<td>b. Apply animations that coincide with multimedia presentations for existing marketing concepts.</td>
</tr>
<tr>
<td>c. Insert proper marketing tables and graphics into multimedia presentations.</td>
</tr>
<tr>
<td><strong>3.</strong> Generate effective electronic presentations for marketing career opportunities.</td>
</tr>
<tr>
<td>a. Select appropriate presentation software.</td>
</tr>
<tr>
<td>b. Organize marketing career information, graphics, font styles, designs, and other data for logical sequencing.</td>
</tr>
<tr>
<td>c. Create handouts and notes pages for corresponding marketing career opportunities.</td>
</tr>
<tr>
<td>d. Present completed marketing career opportunities presentations.</td>
</tr>
<tr>
<td><strong>4.</strong> Generate effective marketing concepts presentations using electronic media.</td>
</tr>
<tr>
<td>a. Select appropriate presentation software.</td>
</tr>
<tr>
<td>b. Organize information, graphics, font styles, designs, and other data for logical sequencing during a marketing concepts presentation.</td>
</tr>
<tr>
<td>c. Create corresponding marketing concepts handouts and notes pages.</td>
</tr>
<tr>
<td>d. Present completed marketing concepts presentations.</td>
</tr>
</tbody>
</table>
STANDARDS

Standards and Guidelines for Marketing Management Programs

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: Marketing Web Page Design

Course Abbreviation: MMT 2343

Classification: Career–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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine Web strategies as they relate to targeting different markets. DOK2, MKT17</td>
</tr>
<tr>
<td>a. Evaluate online layout, video, color, and graphics incorporated by successful marketing Web sites.</td>
</tr>
<tr>
<td>b. Determine online target markets.</td>
</tr>
<tr>
<td>c. Develop objectives to reach target market.</td>
</tr>
<tr>
<td>2. Plan a business Web site using the principles and elements of marketing design and concepts. DOK3, MKT17, MKT20, MKT21</td>
</tr>
<tr>
<td>a. Explain the use of color, layout, graphics, font styles, and video in the design of marketing Web sites.</td>
</tr>
<tr>
<td>b. Choose a page structure that is appropriate for the development of Web sites designed to reach target market.</td>
</tr>
<tr>
<td>c. Design a Web site for proposed marketing business.</td>
</tr>
<tr>
<td>3. Explore requirements for publishing a marketing Web site. DOK2, MKT16</td>
</tr>
<tr>
<td>a. Examine appropriate Web providers for marketing Web pages.</td>
</tr>
<tr>
<td>b. Analyze the steps in publishing a marketing Web site.</td>
</tr>
<tr>
<td>4. Explore requirements for evaluating the effectiveness of a marketing Web site. DOK2, MKT16</td>
</tr>
<tr>
<td>a. Examine appropriate procedures for collecting demographic information from a marketing Web site.</td>
</tr>
<tr>
<td>b. Explore various methods of processing and handling data that has been collected.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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: Retail Management

Course Abbreviation: MMT 2423

Classification: Career–Technical Elective (Marketing Management Technology); Career–Technical Core (Fashion Merchandising)

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>
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</thead>
<tbody>
<tr>
<td>1. Examine strategies necessary for successful and efficient retail operations. DOK3, MKT15, MKT16, MKT17, MKT18</td>
</tr>
<tr>
<td>a. Explain the role of retailing in the chain of distribution.</td>
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<tr>
<td>b. Analyze retail classifications.</td>
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<tr>
<td>c. Apply the retail mix in order to balance the business operation.</td>
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<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>
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<tr>
<td>f. Compare retail pricing strategies.</td>
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<tr>
<td>g. Analyze inventory management systems.</td>
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<tr>
<td>h. Evaluate non-store retail strategies.</td>
</tr>
<tr>
<td>i. Identify performance measures, and discuss their importance.</td>
</tr>
<tr>
<td>2. Assess the role of visual merchandising in retail merchandising. DOK2, MKT17, MKT20, MKT21</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>3. Investigate aspects necessary in selecting a site location and in creating an effective store layout. DOK3, MKT16</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>
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<tr>
<td>c. Analyze aspects to consider when conducting a local area analysis.</td>
</tr>
<tr>
<td>d. Explore and design an effective store layout.</td>
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</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

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

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: Entrepreneurship

Course Abbreviation: MMT 2513

Classification: Career–Technical Elective

Description: Overview of key marketing concepts, methods, and strategic issues relevant to entrepreneurs and the activities involved with 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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
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<tbody>
<tr>
<td>2. Analyze characteristics of entrepreneurial opportunities.</td>
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<tr>
<td>a. Examine the characteristics of successful entrepreneurs.</td>
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<tr>
<td>b. Review actual past and current entrepreneurial ventures.</td>
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<tr>
<td>c. Analyze the major advantages and disadvantages of entrepreneurship.</td>
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<tr>
<td>d. Compare the characteristics of various forms of business ownership.</td>
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<tr>
<td>e. Using the Internet, investigate services provided to entrepreneurs by organizations such as the Small Business Administration.</td>
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<tr>
<td>2. Using computer resources, develop a business plan for a potential or existing business.</td>
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<tr>
<td>a. Assess the marketing feasibility of proposed business.</td>
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<td>b. Develop and write an executive summary.</td>
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<td>c. Select and support the chosen form of business ownership.</td>
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<td>d. Identify and analyze the proposed target market.</td>
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<td>e. Examine factors involved in determining location, and conduct a trading area analysis.</td>
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<tr>
<td>f. Develop a marketing and promotional plan.</td>
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<tr>
<td>g. Explore financing options available to entrepreneurs.</td>
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<tr>
<td>h. Create and calculate projected financial statements.</td>
</tr>
<tr>
<td>i. Develop and defend chosen repayment plan.</td>
</tr>
</tbody>
</table>

STANDARDS

Standards and Guidelines for Marketing Management Programs

BC4 Understands the economic principles and concepts fundamental to business operations

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
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

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

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
**Course Name:** Event Management

**Course Abbreviation:** MMT 2523

**Classification:** Career–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

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**Competencies and Suggested Objectives**

1. Create a framework for an effective and efficient special event.
   - a. Determine feasibility of the event.
   - b. Identify special events and public relation strategies.
   - c. Identify the criteria required for developing a successful event.

2. Apply the framework for implementing an event.
   - b. Develop a cost-effective budget.
   - c. Evaluate and choose site options.
   - d. Create a safety and security plan.
   - e. Develop and construct an event calendar.
   - f. Delegate responsibilities for the successful completion of each activity.
   - g. Create a public relations plan for marketing events using appropriate media.
   - h. Present or execute a proposed plan.
   - i. Evaluate event outcome and effectiveness.
   - j. Learn about technology that is available to help promote an event.

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**STANDARDS**

*Standards and Guidelines for Marketing Management Programs*

- **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

- **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: International Marketing

Course Abbreviation: MMT 2613

Classification: Career–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

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

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 Marketing Management Programs

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

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

BC13 Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services
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
Course Name: Internship in Marketing Management

Course Abbreviation: MMT 291(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. Apply technical skills needed to be a viable member of the workforce. DOK2, BC12
   a. Prepare a list of training objectives to be achieved in the internship.
   b. Develop technical skills needed to be a viable member of the workforce.

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

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

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

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: Marketing Cooperative Education

Course Abbreviation: MMT 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

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create an individual career plan.</td>
</tr>
<tr>
<td>a. Prepare a résumé.</td>
</tr>
<tr>
<td>b. Prepare correspondence related to employment.</td>
</tr>
<tr>
<td>c. Prepare a job application.</td>
</tr>
<tr>
<td>d. Develop interview skills.</td>
</tr>
<tr>
<td>e. Demonstrate appropriate business attire.</td>
</tr>
<tr>
<td>f. Assemble a portfolio.</td>
</tr>
<tr>
<td>2. Apply human relationship skills and positive work habits.</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. 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>
<tr>
<td>4. 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>
</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 workplace learning experience in which the student, program-area teacher, work-based learning coordinator, and workplace 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. <strong>DOK2, BC5</strong></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>
</tr>
<tr>
<td>2. Apply general workplace skills to include positive work habits necessary for successful employment. <strong>DOK2, BC5</strong></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>
</tr>
<tr>
<td>c. Use critical thinking skills such as problem solving, decision making, and reasoning.</td>
</tr>
<tr>
<td>d. Acquire, evaluate, organize, maintain, interpret, and communicate information.</td>
</tr>
</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 Marketing Management references listed under General References are used throughout the curriculum. Course-specific references are listed under the appropriate course number and name.

General References


MMT 1113 – Principles of Marketing


MMT 1123 – Marketing Applications


MMT 1313 – Selling


MMT 1323 – Advertising


MMT 1413 – Merchandising Math


MMT 2213 – Principles of Management


MMT 2233 – Human Resource Management


MMT 2313 – E-Commerce Marketing


MMT 2333 – Multimedia Presentations for Marketing


MMT 2423 – Retail Management


MMT 2513 – Entrepreneurship


MMT 2523 – Event Management

Appendix B: Standards for Marketing Management

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

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

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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

<table>
<thead>
<tr>
<th>Course</th>
<th>MMT 1113</th>
<th>MMT 1123</th>
<th>MMT 1313</th>
<th>MMT 1323</th>
<th>MMT 2213</th>
<th>MMT 2233</th>
<th>MMT 2313</th>
<th>MMT 1413</th>
<th>MMT 1753</th>
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<tbody>
<tr>
<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 Marketing Management

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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

**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