



2020–2021 Innovative Course Application

Application request

- Approval of a new innovative course Renewal of a previously approved innovative course

Title of proposed innovative course(s): MARKETING

Applicant Information

Name of applying school district, charter school, or organization: CEDAR HILL ISD

Complete mailing address: 285 UPTOWN BOULEVARD, BUILDING 300, CEDAR HILL, TEXAS 75104

Contact person: TYESHA SMITH LOWE

Contact person's title: CTE EXECUTIVE DIRECTOR

Contact person's email address: TYESHA.LOWE@CHISD.NET

Contact person's phone number, area code first: (972) 291-1581 EXT 4040

County District Number (if applicant is a Texas public school): 10

Superintendent (if applicant is a Texas public school): DR. GERALD HUDSON

Date of local board of trustees' approval of this innovative course application (if applicant is a Texas public school): *Click here to enter text.*

Proposed Course Information

Subject area (choose only one): Career and Technical Education (CTE)

Career cluster (CTE only): Subchapter N: Marketing

Number of credits per course: 1.0

Grade level(s) (high school only): 10-12



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Brief description of the proposed course (150 words or less):

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

Brief justification of how/why the proposed course qualifies as “innovative” in terms of student need. (150 words or less):

The current Marketing and Sales program of study does not offer a course that addresses in-depth common marketing practices such as how to formulate an effective marketing strategy for a business from the inception of an idea and identifying the target market to ensuring the marketing mix is created to address the needs of the customer. After Principles of Business, Marketing and Finance, students only have the option of courses specific to marketing functions. There is not a course that focuses solely on the foundations and functions of marketing that would prepare students for function-specific courses like Advertising or industry-specific courses like Fashion Marketing.

Data or other evidence that demonstrates successful piloting (new applications) or implementation (renewal applications) of the course.

The to-be-developed (TBD) courses were identified during the evaluation of labor market data of the high-wage, in-demand, and high-skill occupations in Texas and the skills gap analysis that was conducted to align the skills in those occupations with the existing career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS). This process yielded a list of courses that needed to be created in order to provide students with the instruction necessary to be prepared for a postsecondary transition into the occupation or continued education to attain advanced skills in the career field. Below is the labor market information (LMI) used to justify the creation of this innovative course:

Occupations	Median Wage	Annual Openings	Percentage Growth
Marketing Research Analysts and Marketing Specialists	\$70,346	4,664	40%
Insurance Sales Agents	\$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	\$72,550	2,826	15%

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Wholesale and Retail Buyers	\$51,106	1,299	19%
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The following related postsecondary courses are offered at Austin Community College.

<i>Austin Community College</i>	<i>Marketing/Marketing Management, General</i>	<i>52.1401.00</i>
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Retrieved from <https://www.austincc.edu/academic-and-career-programs/areas-of-study/business/marketing>

Essential Knowledge and Skills of the proposed course:

- (a) General Requirements. This course is recommended for students in grades 10-12. Recommended prerequisite: Principles of Business, Marketing and Finance. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in in current and emerging professions.
 - (2) The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
 - (3) Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.

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- (1) The student defines marketing and identifies the seven core functions. The student is expected to:
 - (A) define marketing;
 - (B) identify the seven core functions, including channel management, marketing-information management, marketing planning, pricing, product-service management, promotion, and selling;
 - (C) explain the marketing concept.

- (2) The student knows the interrelationship and purpose of the marketing mix or 4P's of marketing: product, price, promotion, and place. The student is expected to:
 - (A) identify the four elements of the marketing mix: product, price, place, and promotion;
 - (B) explain how each component of the marketing mix contributes to successful marketing;
 - (C) analyze the interdependence of each element of the marketing mix;
 - (D) introduce an idea for a new product/service including the marketing mix; and
 - (E) determine the feasibility of a new product/service proposal.

- (3) The student knows how a company considers internal and external factors to understand the current market. The student is expected to:
 - (A) explain the internal and external influences of marketing planning;
 - (B) define a marketing plan;
 - (C) identify and explain market position and market share;
 - (D) explain how a business can use a SWOT (strengths, weaknesses, opportunities, threats) analysis to plan for opportunities in the market;
 - (E) conduct a SWOT analysis; and
 - (F) use a SWOT analysis to make informed business decisions.

- (4) The student applies the concepts of market and market identification. The student is expected to:
 - (A) define the term market;
 - (B) identify the target market;
 - (C) identify examples of niche marketing;
 - (D) analyze an appropriate target market within a specific industry;
 - (E) compare and contrast types of markets including business to business (B2B) and business to consumer (B2C); and
 - (F) evaluate effective markets for various real-life scenarios.

- (5) The student knows and applies the concept of market segmentation. The student is expected to:
 - (A) define the term market segmentation;
 - (B) explain the commonly used types of market segmentation, including demographic segmentation, geographic segmentation, psychographic segmentation, and behavioral segmentation;
 - (C) analyze the impact of culture on buying decisions; and

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- (D) apply market segmentation concepts to a real-world situation.
- (6) The student applies the concepts needed to gather and evaluate information for use in making business decisions. The student is expected to:
- (A) describe marketing information and how it influences marketing decisions;
 - (B) use marketing-research tools to gather primary and secondary data;
 - (C) compare primary and secondary research;
 - (D) define analytics;
 - (E) identify sources of data and information that can be analyzed in a business;
 - (F) identify key metrics; and
 - (G) analyze data and make recommendations.
- (7) The student explains concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:
- (A) investigate how businesses make pricing decisions;
 - (B) identify goals for pricing, including profit, market share, and competition;
 - (C) analyze factors affecting price, including supply and demand, perceived value, costs, expenses (profit margin), and competition;
 - (D) explain the economic principle of break-even point;
 - (E) explain key pricing terms, including odd/even pricing, loss leaders, prestige pricing, penetration pricing, price bundling, price lining, and everyday low pricing; and
 - (F) explain the role of supply and demand on price.
- (8) The student explains the role of product/service management as a marketing function. The student is expected to:
- (A) explain the concept of product mix including product lines, product width and product depth;
 - (B) explain the importance of generating new product ideas;
 - (C) analyze the product mix for a current business;
 - (D) identify and discuss the components of the product life cycle, including introduction, growth, maturity, and decline; and
 - (E) identify marketing decisions that should be best made in each stage of the product life cycle.
- (9) The student knows the process and methods to communicate information about products to achieve a desired outcome. The student is expected to:
- (A) explain the role of promotion as a marketing function;
 - (B) identify elements of the promotional mix, including advertising, public relations, personal selling, and sales promotion;
 - (C) communicate features and benefits of a product to a potential client; and
 - (D) analyze websites for effectiveness in achieving a desired outcome.

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- (10) The student identifies promotional channels used to communicate with the targeted audiences. The student is expected to:
- (A) create examples of advertising for various media used to communicate with target audiences, including print media such as outdoor, newspapers, magazines, and direct mail; digital media such as e-mail, apps, and social media; and broadcast media such as television and radio;
 - (B) describe various public-relations activities such as a press release and publicity management;
 - (C) evaluate examples of sales promotions such as coupons, loyalty programs, rebates, samples, premiums, sponsorship, and product placement; and
 - (D) explain the role of marketing ethics in relationship to promotional strategies.
- (11) The student explains the role of channel members and methods of product transportation. The student is expected to:
- (A) define channel of distribution;
 - (B) justify the roles of intermediaries, including manufacturer, agent, wholesaler/industrial distributor, retailer, and consumer/industrial user;
 - (C) identify the methods of transportation for products, including road, air, maritime, rail, and intermodal; and
 - (D) analyze the impact of the distribution channel on price.
- (12) The student demonstrates how to determine client needs and wants and responds through planned and personalized communication. The student is expected to:
- (A) explain the role of personal selling as a marketing function;
 - (B) explain the role of customer service as a component of selling relationships;
 - (C) explain the importance of preparing for the sale, including gaining knowledge of product features and benefits, identifying the target market and their needs, and overcoming common objections; and
 - (D) identify and explain ways to determine needs of customers and their buying behaviors, including emotional, rational, or patronage.
- (13) The student demonstrates effective sales techniques. The student is expected to:
- (A) examine the steps of the selling process, such as approach the customer, determine needs, present the product, overcome objections, close the sale, and suggestive selling;
 - (B) explain effective strategies and techniques for various sales situations; and
 - (C) pitch a sales presentation for a product or service using the steps of the sales process, such as addressing customers' needs, wants and objections, and negotiating the sale.

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- (14) The student implements a marketing plan. The student is expected to:
- (A) identify a key target audience;
 - (B) determine an appropriate message and medium to attract customers;
 - (C) create a promotional plan that includes the following components: target market, promotional objective, advertising media selection, promotional schedule, and budget;
 - (D) present a marketing plan to an audience; and
 - (E) analyze various marketing plans for effectiveness.
- (15) The student knows the nature and scope of project management. The student is expected to:
- (A) explore the various tools available to manage a project such as a Gantt Chart; and
 - (B) define the components of a project plan, including project goals schedule, timeline, budget, human resources, quality management, risk management, monitoring, and controlling a project.
- (16) The student knows the nature and scope of ethics in marketing. The student is expected to:
- (A) analyze the role and use of ethics in marketing;
 - (B) research how ethics has affected a company's profitability; and
 - (C) apply marketing ethics to the decision-making process.

Recommended resources, technology, and instructional materials to be used:

Provide full citations in American Psychological Association (APA) format (<https://owl.english.purdue.edu/owl/resource/560/01/>).

The recommended resources, technology, and instructional materials for this course are:

- CTSO participation, including DECA, BPA, and FBLA
(www.deca.org, 2020)
- DECA competitive written events, including the Entrepreneurship Innovation Plan
(DECA, Incorporated. (2020, January 11). *DECA High School Competitive Events*. Retrieved from <https://www.deca.org/high-school-programs/high-school-competitive-events/>, 2020)
- MBA Research
(www.mbaresearch.org, 2020)
- Graphic design applications to create marketing and promotional materials, such as Canva.
- Marketing management technology tools, such as SurveyMonkey and HootSuite.

Recommended activities:

- Prepare a concept paper for an innovative idea for a product or service.
- Conduct a SWOT analysis on a company, product or service.
- Use project management tools to create a simple project plan.
- Create and pitch a sales presentation to an audience.
- Create and present a market plan to an audience.



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Assessment methods for evaluating student outcomes:

The recommended assessment methods for this course are:

- Student work portfolios
- End-of- unit tests
- Grading rubric for projects
- Self-evaluations
- End- of- term exams

Recommended educator certifications:

The recommended educator certification is:

Any marketing or distributive education certificate;

Marketing Education, Grades 8-12

Marketing, Grades 6-12

Required trainings, including associated costs, if applicable:

No required trainings are required for this course; however, a course in project management is recommended.