Delaware Department of Education

CTE & STEM Office

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Submit via email to: [CTE.STEM@doe.k12.de.us](mailto:CTE.STEM@doe.k12.de.us)

**DELAWARE CTE PROGRAM OF STUDY APPLICATION**

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| LOCAL EDUCATION AGENCY INFORMATION | | |
| **Local Education Agency (LEA)** | | |
| **School(s) where the Program of Study will be Located:** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Title:**  Marketing | **Career Pathway Title:**  Business Marketing | **Program of Study Title:**  Marketing Today! |
| **CTE Program of Study Course Titles & Sequence:**   1. Marketing Essentials for a Digital and Dynamic World 2. Digital & Data Driven Marketing 3. Entrepreneurial and Corporate Marketing 4. Project and Content Management 5. Innovative Industry Immersion 6. Internship/Dual Enrollment | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| ASSURANCES & SIGNATURES | | |
| CTE Program of Study approval and funding is contingent upon the following assurances:   1. The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement. | | |
| LEA CTE Coordinator Signature: Date: | | |
| LEA Chief School Officer Signature: Date: | | |

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| PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION |
| Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable*. |
| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| LABOR MARKET DEMAND |
| Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document. |
| Access the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document.  The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.  No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway. |

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| ACADEMIC AND TECHNICAL SKILL STANDARDS |
| List the academic, technical, and workplace skills and knowledge used to develop the program of study. |
| **Title and source of academic standards:**  Common Core State Standards (CCSS)  The Common Core State Standards (CCSS) are national standards that set clear college‐ and career‐  ready expectations for kindergarten through 12th grade in English language arts/literacy and  Mathematics. The standards help to ensure the students graduating from high school are prepared to  take credit bearing introductory courses in two‐ or four‐year college programs and enter the  workforce. The standards were developed by the nation’s governors and education commissioners,  through their representative organizations, the National Governors Association Center for Best  Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school  administrators, and experts from across the country provided input into the development of the  standards. The implementation of the Common Core, including how the standards are taught, the  curriculum developed, and the materials used to support teachers as they help students reach the  standards, is led entirely by the state and local levels.  The CCSS have been embedded in each of the courses in the Marketing Today! (MT) program of  study. |
| **Title and source of technical skill standards:**  National Standards for Business Education  The National Standards for Business Education are developed by the National Business Education  Association (NBEA) and based on the conviction that business education competencies are essential  for all students. The standards introduce students to accounting and Marketing, decision‐making  strategies, economic principles in the international marketplace, and business operations.  Additionally, these standards provide an educational foundation for students to successfully complete  college programs in various business disciplines. For additional information regarding the NBEA  standards, please visit the link above.  International Society for Technology in Education (ISTE) Standards – Students  The ISTE Standards describe the skills and knowledge students need to learn effectively and live  productively in an increasingly global and digital society. These standards address creativity and  innovation; communication and collaboration; research and information fluency; as well as critical  thinking, problem solving, and decision making. Within the MARKETING TODAY! (MT) program of study, the standards are  integrated in the required MARKETING TODAY! (MT) culminating projects and presentations. For more information  regarding the ISTE standards, please visit the link above. |
| **Title and source of workplace or other skill standards, as applicable:**  Common Career Technical Core (CCTC)  The Common Career Technical Core (CCTC) are national standards for Career & Technical Education  (CTE) that help inform the establishment of state standards and/or programs of study. The CCTC  were developed by educators, school administrators, representatives from business and industry,  faculty from higher education, as well as workforce and labor markets economists. The CCTC includes  a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways  that help to define what students should know and be able to do after completing instruction in the  MARKETING TODAY! (MT) program of study. Within the MARKETING TODAY! (MT) program of study, the CCTC standards for the Marketing Career  Cluster have been embedded in each course. For more information on the CCTC, please visit the link  above.  Career Ready Practices (CRP)  The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12)  statements that address the knowledge, skills, and dispositions that are important to becoming career  ready. The CRP describes the career‐ready skills that educators should seek to develop in their  students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level  of education and should be taught and reinforced in all career exploration and preparation programs  with increasingly higher levels of complexity and expectation as a student advances through a career  pathway. Within the Marketing program of study, the CRP statements are embedded throughout the  program to ensure students display the appropriate workplace and soft skills required to be  successful in a career. For more information on the CRP, please visit the link above. |

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| EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES |
| Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s)*. |
| **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):**  Junior Achievement Company |
| **List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):**  Google AdWords, HubSpot Inbound, Mimic Social, Junior Achievement Company Certification. |
| **Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:**  Wilmington University – Dual Enrollment  BBM201 – Principles of Management (3 credits)  BBM325 – Introduction to Business Analytics (3 credits)  BMK300 – Design for Marketing (3 credits)  University of Delaware – Dual Enrollment  ENTR155 (Level 6 only) – Startup of the Professional You (1 credit)  ENTR156 (Level 1 and Level 6) – Ideas to Action (1 credit)  ENTR157 (Level 6 only) – Venturing for Good (1 credit) |
| **List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcripted and/or articulated credit, dual enrollment, credit by exam):**  Certification/credentialing exam (specify): Google AdWords, HubSpot Inbound, Mimic Social, Junior Achievement Company Certification  Licensing exam (specify):  Nationally recognized exam (specify):  Advanced standing (specify):  Wilmington University BMK305 – Intro to Marketing (3 credits)  BMK460 – Topics in Marketing and Job Search Strategies (3 credits)  BMK306 – Principles of Advertising (3 credits)  BMK307 – Public Relations  Other (specify): |

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| POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS |
| Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s). |
| **CTE Program of Study Overview:**  Marketing Today! (MT) program of study is a six (6) course Career and Technical Education (CTE) program that engages students with the world of marketing services by focusing on how marketing is evolving in the digital age and how companies can be successful by implementing marketing strategies.  Students gain career/industry knowledge through a series of work‐based learning activities in and out of the classroom such as: internship, apprenticeship, co-op, project completion, of at least 60 hours.    MT courses introduce students to a wide array of careers such as data analytics, project and content management, digital marketing, marketing campaign management, demographic analytics, communications, etc.   * **Marketing Essentials for a Digital and Dynamic World** provides students with an understanding of how marketing is the business function that deals with customers’ needs. Student will learn how basic marketing principles apply to both for-profit and non-profit organizations. This course is a prerequisite to other Marketing Today pathway courses. * **Digital and Data Driven Marketing** provides students with the ability to use data to analyze the effectiveness of a marketing campaign and determine how to improve future campaigns based on the data. * **Entrepreneurial and Corporate Marketing** helps students to explore the unique similarities and differences between entrepreneurship-based marketing and corporate-based marketing. Students will learn and apply communication strategies, problem solving and critical thinking skills, and how systems provide efficiency in the workplace. * **Project and Content Management** provides students the opportunity to participate in a work-based learning experience to create and manage information. Students will integrate a marketing-based culminating project showcasing their ability to use technological applications, systems, technical and financial skillsets to start and manage a project. * **Innovative Industry Immersion** helps students to explore industry specific project-based learning, market research, and the sales process/sustainable manager/fundraising. This course is a pre-requisite for the internship/dual enrollment course. * **Internship/Dual Enrollment** provides students with on-the-job experience in the marketing field of their choice. Students also may have the option to choose a dual-enrollment course that will allow for the opportunity to receive both high school and college credit. |
| **End-of-Program Assessment(s):**  Certification/credentialing exam (specify): HubSpot Academy Inbound and Google Ad Words Certification.  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Marketing Essentials for a Digital and Dynamic World |
| **Course description :**  Marketing is the business function that deals with customers' needs and wants. The role of marketing is to facilitate understanding of customer preferences, link that knowledge to designing appropriate products and services for selected groups of customers, and determine appropriate methods to communicate, to deliver, and to capture value. Successful firms are those that strategically pursue objectives, deploy resources, and invest in the future of an organization, to consistently satisfy the needs of customers better than competitors. Basic marketing principles apply to both for-profit and non-profit organizations. |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of the course, students will:   1. Understand general expectations for professional behavior, including conduct in the workplace and norms for appropriate communication with peers, supervisors and customers. 2. Gain an awareness of the various disciplines involved in business operations - including management, operations management, information systems, accounting, finance and marketing – and how they work together to drive performance in successful organizations. 3. Understand the unique and powerful role that marketing plays in determining the performance of businesses and the impact made by non-profit organizations. 4. Understand and articulate a basic definition of marketing as the set of activities involved in creating exchanges between a buyer and a seller. 5. Possess basic knowledge of the strategic marketing process, which begins by understanding the current situation faced by the marketer and determining an appropriate set of objectives to pursue through marketing actions. 6. Understand the essential elements around which all marketing activities should be integrated and aligned to appeal to prospective customers – market segmentation, targeting and positioning. 7. Explore key elements of customer/buyer behavior that determine the impact and effectiveness of marketing activities on members of the targeted market segment(s). This includes basic theories/concepts pertaining to human perception, motivation and decision making. 8. Explain the basic 4P’s toolset or marketing mix that can be used to influence customer/buyer behavior, including product, price, place and promotion. 9. Understand basic career opportunities in marketing and trends in marketing practice that are influencing demand for various marketing skillsets, especially digital marketing and marketing analytics. 10. Review and evaluate the American Marketing Association’s statement of ethics to determine the degree to which it is consistent with the student’s personal code of ethics and responsibility. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Standard End of Course Assmt. |
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| **Course title:**  Digital Data Driven Marketing |
| **Course description (include prerequisites):**  As more and more human behavior takes place in digital environments and big data moves into the mainstream, marketers are pursuing the opportunity to make the profession more scientific and numbers-driven. In addition, with measurement at the center of every marketing campaign, marketers have the opportunity to assess the return on investment of their programs with unprecedented accuracy. However, this wealth of data can be overwhelming. Every channel has its own metrics, every demographic group's behavior can be mined for insights that will improve future performance. What are the numbers that matter? And what are they really telling us? How can we best leverage big data and marketing analytics to optimize results? This course explores the growing role of data in marketing. |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of the course, students will:  1. Be able to demonstrate an understanding what marketing data is.  2. Understand how to use that data to drive informed decision making  3. Understand how to collect data from digital and social media marketing campaigns  4. Demonstrate the ability to write effective ad copy  5. Demonstrate an understanding of customer segmentation  6. Understand customer demographics and demonstrate the ability to create customer profiles  7. Understand the skills necessary to balance an advertising budget  8. Demonstrate proficiency in search engine optimization  Culminating Project:  **Mimic Social Simulation**  This simulation gives students the chance to put into practice what they’ve been learning all semester. There are a number of class and group projects that culminate in the completion of the simulation. Upon completion of the simulation, students will receive a social media marketing certification.  As they play through the simulation, students will demonstrate the ability to:  Write Targeted Social Media Ads  Students learn and test different promotional strategies to create compelling social media ads across various social media network platforms. Students will gain experience in writing ad copy that increases engagement and conversions.  Perform Demographic Targeting  Students get to analyze which types of content on which platforms resonate better among different demographics.  Social Media Content Promotion Strategies  Students learn the difference between earned, owned, and paid social media marketing promotion strategies. They will analyze various forms of media and different targeting strategies to achieve the greatest reach.  Measure Key Performance Indicators  Knowing which indicators to measure and improve can make or break your social media marketing efforts. The Mimic Social Simulation will help students learn not only what these key performance indicators are, but also how to improve such indicators.  Ad Budgeting  Students will learn how to manage a social media marketing budget that allows them to place competitive bids to drive clicks, shares, likes, comments, etc.  Proper Content Scheduling  Students learn the art of content scheduling. They will analyze data points and schedule out their posts to go live at optimal times. Data Driven Marketing is the prerequisite for this course. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Standard End of Course Assmt. |
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| **Course title:**  Entrepreneurial and Corporate Marketing |
| **Course description (include prerequisites):**  The Entrepreneurial and Corporate Marketing course will have students explore the unique set of similarities and differences between entrepreneurship-based marketing and corporate-based marketing. Students will learn and apply communication strategies, problem solving and critical thinking skills and learn how systems provide efficiency in the workplace. Students will explore and exhibit leadership and teamwork throughout work-based learning activities as it pertains to marketing employment in both: the entrepreneurial setting (working within a startup) and corporate marketing careers. Marketing Essentials for a Digital and Dynamic World and Digital & Data Driven Marketing are prerequisites for this course. |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of the course students will be able to:   1. Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information; explain the relationship between marketing and marketing communications; communicate internally and externally using marketing terminology and to clarify workplace objectives. 2. Solve problems using critical thinking skills independently and in teams 3. Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment; identify how key organizational systems affect organizational performance and the quality of products and services; understand global context of marketing industries and careers. 4. Understand the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods with creating or starting a new marketing project or business venture. 5. Know and understand the importance of employability skills: to explore, plan and effectively manage marketing careers in an entrepreneurial or corporate setting. 6. Understand the concepts and strategies utilized in determining and adjusting prices for marketing communications. 7. Understand the concepts and processes needed to obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities. 8. Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. 9. Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future marketing communications opportunities. 10. Demonstrate proficiency with inbound marketing techniques that range from content creation, social promotion, and converting and nurturing leads.   Culminating project  **Partner with Junior Achievement to run a JA Company Program®**  JA Company Program provides high school students (grades 9–12) an opportunity to fill a need or solve a problem in their community by launching their own start-up business, unleashing their entrepreneurial spirit. The program utilizes both original and curated content. Meeting-specific, student-friendly materials enable students to identify the key elements of organizing and operating a business and to consider creating their own start-up business. This program has a local JA Piranha Pond Pitch event within each county during the fall semester and JA Barracuda Bowl regional competition held in the spring semester which acts as a culminating activity. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): JA program specific pre/post testing |
| **Course title:**  Project and Content Management |
| **Course description (include prerequisites):** The Project and Content Management course will have students apply their marketing knowledge and skills to participate in a work-based learning experience to create and manage information. Students will integrate a marketing-based culminating project showcasing their abilities to use technology applications, systems, technical and financial skillsets to start and manage a project – via their own entrepreneurial startup or participating with a work-based learning partner to create and deliver marketing content.  Marketing Essentials for a Digital and Dynamic World, Digital & Data Driven Marketing, Entrepreneurial & Corporate Marketing are the prerequisites for this course. |
| Course knowledge and skills (what students will know and be able to do):  By the end of the course students will be able to:   1. Use information technology tools specific to the career cluster to access, manage, integrate, and create information. 2. Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. 3. Analyze accounting systems to examine their contribution to the fiscal stability of businesses. 4. Understand the tools, techniques, and systems that marketers use to create, communicate and deliver value to customers and to manager customer relationships in ways that benefit the organization and its stakeholders. 5. Monitor, plan and control the day-to-day activities required for continued business operations. 6. Use and apply the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster and employment.   Culminating Project:  The Diamond Challenge is the world’s preeminent entrepreneurship competition for high school students, providing them with the opportunity to pursue their passions through entrepreneurship. For the Level 4 culminating project, students will form teams and use their knowledge and skills from the course, along with the Diamond Challenge video curriculum and entrepreneurial process, to create a concept for a business or social innovation. The project’s final deliverables will be a written concept, a pitch deck and pitch video. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Diamond Challenge Submission into Pitch Competition |
| **Course title:**  Innovative Industry Immersion |
| **Course Description (include pre-requisites)**  The innovative industry immersion course explores industry specific project based learning, market research, and the sales process/sustainable manager/fundraising. This course III is a pre-requisite for the internship/dual enrollment course. Students will conduct a comprehensive, marketing research project in the industry of their choice. Emphasis will be placed on the sales process and value creation through fundraising for sustainability. |
| **Course knowledge and skills (what students will know and be able to do):**  **By the end of the course students will:**   1. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants to: locate written information, organize information, and reference the sources of information. 2. Evaluate and use information resources to accomplish specific occupational tasks to: use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks. 3. Use correct grammar, punctuation and terminology to write and edit documents to: compose multi-paragraph documents clearly, succinctly, and accurately; use descriptions of audience and purpose when preparing and editing written documents; use correct grammar, spelling, punctuation, and capitalization when preparing written documents. 4. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences to: prepare oral presentations to provide information for specific purposes and audiences; prepare support materials that will enhance an oral presentation; deliver an oral presentation that sustains listeners’ attention and interest. 5. Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate) to: identify common tasks that require employees to use problem-solving skills; analyze elements of a problem to develop solutions. 6. Conduct technical research to gather information necessary for decision-making to: align the information gathered to the needs of the audience; gather technical information and data using a variety of resources; analyze information and data for value to the research objectives. 7. Operate presentation applications to prepare presentations to: prepare presentations for training, sales and information sharing; deliver presentations with supporting materials. 8. Employ spreadsheet applications to organize and manipulate data to: create a spreadsheet; to perform calculations and analyses on data using a spreadsheet. 9. Employ database applications to manage data to: manipulate data elements; manage interrelated data elements; analyze interrelated data elements; generate reports showing interrelated data elements. 10. Solve mathematical problems to obtain information for marketing decision making to: employ numbers and operations in marketing; apply algebraic skills in marketing; employ measurement skills in marketing; perform data analysis of marketing problems; implement mathematical problem-solving techniques in marketing. 11. Integrate sociological knowledge of group behavior to understand customer decision-making to: employ sociological knowledge to facilitate marketing activities. 12. Integrate psychological knowledge to understand customer motivation to: apply psychological knowledge to facilitate marketing activities; recognizing factors influencing perception; identify source of attitude formation; assess methods use to evaluate attitudes. 13. Understand the concepts and processes needed to identify, select, monitor, and evaluate sales channels to: acquire foundational knowledge of channel management to understand its role in marketing; manage channel activities to minimize costs and to determine distribution strategies. 14. Understand the concepts and strategies utilized to determine and target marketing strategies to a select audience to: employ marketing information to develop a marketing plan; assess marketing strategies to improve on marketing investment (ROMI). 15. Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome to: acquire a foundational knowledge of promotion to understand its nature and scope; describe promotional channels used to communicate with targeted audiences. 16. Determine client needs and wants and respond through planned, personalized communication to influences purchase decisions and enhances future business opportunities to: acquire a foundational knowledge of selling to understand its nature and scope; acquire product knowledge to communicate product benefits to ensure appropriateness of product for the customer; explain sale processes and techniques to enhance customer relationships and to increase the likelihood of making sales.   Culminating project  Students will compile a case study and marketing plan on the industry of their choice. They will do a presentation of their research to the instructor and business partners and submit a written paper. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Final presentation and written |
| **Course title:**  Internship/Dual Enrollment |
| **Course description (include prerequisites):**  This course provides the student with on-the-job experience in the marketing field of their choice. Students will gain real world experience, while enhancing competencies learned in the classroom, and will gain contacts with marketing professionals. Dual enrollment will allow the student the opportunity to receive both high school and college credit for this course. |
| **Course knowledge and skills (what students will know and be able to do):**  **By the end of the course students will:**   1. Understand business's responsibility to know and abide by laws and regulations that affect business operations and transactions to: acquire information about marketing communication laws and regulations. 2. Understand the concepts, strategies, and systems used to obtain and convey ideas and information in marketing communications to: apply verbal skills in marketing communications; write effectively in marketing communications. 3. Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others in marketing communications to: use communication skills in marketing communications; manage stressful marketing communications and situations. 4. Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources in marketing communications to: implement accounting procedures in marketing communications; manage financial resources in marketing communications. 5. Understand tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist with decision-making in marketing communications to: utilize information-technology tools to manage and perform marketing communications responsibilities. 6. Understand the tools, techniques, and systems that marketing communications staff use in creating, communicating, and delivering value to customers and in managing customer delivering value to customers and in managing customer relationships to benefit the organization and its stakeholders to: explain the relationship between marketing and marketing communications. 7. Understand the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued marketing communications operations to: explain security issues with technology to protect customer information and corporate image; implement organizational skills in marketing communications to improve effectively and workflow. 8. Employ the concepts, tools, and strategies used in exploring, obtaining, and developing in a marketing communications career to reach personal and professional goals to: acquire information about the marketing communications industry to aid in making career choices; utilize career-advancement activities to enhance professional development in marketing communications. 9. Understand the concepts, systems, and tools needed to gather, access synthesize evaluate and disseminate information for use access, synthesize, evaluate, and disseminate information for use in making decisions in marketing communications to: plan marketing research activities to ensure appropriateness and adequacy of data- collection efforts. 10. Understand the concepts and strategies utilized to determine and target marketing communications strategies to a select audience to: employ marketing information to plan marketing communication activities. 11. Understand concepts and strategies utilized in determining and adjusting prices for marketing communications to: employ pricing strategies to set prices for marketing communication services. 12. Understand the concepts and processes needed to obtain, develop, maintain, and improve a marketing communications product or service mix to respond to market opportunities to: explain product/service management activities in marketing communications. 13. Understand the concepts and strategies needed to communicate information about products services images and/or ideas to information about products, services, images, and/or ideas to achieve a desired outcome to: utilize word-of-mouth strategies to build brand and to promote products; use direct marketing strategies to attract attention and build brand; explain the use of social media in marketing communications to obtain customer attention and/or gain customer insight; evaluate advertising copy strategies that can be used to create interest in advertising messages; explain design principles to communicate needs to designers; explain how a website presence and be used to promote business/product. 14. Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future marketing communications opportunities to: acquire product knowledge to be equipped to solve customer/client’s problems; utilize sales processes and techniques to determine and satisfy customer needs; utilize sales-support activities to increase customer satisfaction.   Culminating project  Internship (with a focus on marketing) or dual enrollment |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): Digital Portfolio or Program designed assessment |

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| PROGRAM OF STUDY CURRICULUM |
| Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee). |
| **POS technical and academic curriculum will be:**  Adopted (specify source): JA Company program and Stukent Mimic Social, Hubspot Inbound and Google Adwords  Adapted (specify source):  Developed locally (describe):  Other (specify): |

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| TEACHER CERTIFICATION |
| Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers. |
| **POS teacher requirements include:**  Teacher certification(s) (list): Business Education, Marketing Education or Skilled and Technical Sciences (STS) in Marketing  Candidate experience (describe): Candidate may have experience as a fundraiser manager, advertising manager, promotions manager, public relations manager, public relations specialist, market research analyst, marketing specialist, marketing manager, appraiser of real estate, property association manager or real estate sales agents. Duties may include: planning, directing, or coordinating activities designed to create or maintain a favorable public image; plan, direct, or coordinate fundraising activities; design and produce promotional materials; promoting or creating a public image for individuals, groups or organizations, gathering information on competitors, prices, sales, and methods of marketing and distribution; developing pricing strategies; overseeing product development; monitoring trends; appraising real property; assessing taxes; governance activities of commercial, industrial, or residential real estate properties. Must also demonstrate proficiency in the use of various hardware and software systems. Must also demonstrate proficiency in the use of various hardware and software systems. For more information, please see the Bureau of Labor Statistics: Marketing and Marketing Management.  Pre-requisite professional licensure or certification requirement(s) (list):  Requisite professional licensure or certification requirement(s) (list):  Professional Licensure or Certification Credit Equivalency (list):  Other (describe): |

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| VALUE-ADDED OPPORTUNITIES |
| List extended early career and college credit opportunities available during the student’s senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other. |
| **Opportunities for extended and accelerated learning include:**  Cooperative education (describe):  Structured internship (describe):  Dual enrollment (list): Wilmington University, University of Delaware  Advanced Placement (list): Wilmington University  Transition services (describe):  Other (describe): JA Company program corporate host site. |

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| CAREER AND TECHNICAL STUDENT ORGANIZATIONS |
| Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box. |
| BPA  FFA  DECA  HOSA  FCCLA  SkillsUSA  Educators Rising  TSA |

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| PROGRAM OF STUDY MATRIX |
| Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix*. |
| Access the [Program of Study Matrix](http://www.doe.k12.de.us/domain/384). |

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| DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL | | |
| The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process. | | |
| **Date Delaware CTE Program of Study Application Received:** | | |
| **Local Education Agency (LEA):**    **School(s):** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster & Code:**  Marketing / 14 | **Career Pathway & Code:**  Marketing Management / 14.01 | **Program of Study Title & Code:**  Marketing Today / 14.01803 |
| **CTE Program of Study Course Titles, Course Codes, and Funding Levels:**  1. Marketing Essentials for a Digital and Dynamic World / 14.01803011 / 2  2. Digital & Data Driven Marketing / 14.01803021 / 2  3. Entrepreneurial & Corporate Marketing / 14.01803032 / 2  4. Project and Content Management / 14.01803042 / 2  5. Innovative Industry Immersion / 14.01803052 / 2  *LEA will choose from the following list of courses-*  6. WU: BBM201 Principles of Management / 14.01803063 / 3  7. WU: BBM325 Introduction to Business Analytics / 14.01803073 / 3  8. WU: BMK300 – Design for Marketing / 14.01803083 / 3  9. UD: ENTR155 (Level 6 only) – Startup of the Professional You / 14.01803093 / 3  10. UD: ENTR156 (Level 1 and Level 6) – Ideas to Action / 14.01803103 / 3  11. UD: ENTR157 (Level 6 only) – Venturing for Good / 14.01803113 / 3  12. Work-based Learning Practicum / 17.00802015 | | |
| **CTE Concentrator/Completer Course Titles:**  Concentrator Course: Entrepreneurial & Corporate Marketing/14.01803032  Completer Course: *LEA will choose from the following list of courses*-  WU: BBM201 Principles of Management / 14.01803063 / 3  WU: BBM325 Introduction to Business Analytics / 14.01803073 / 3  WU: BMK300 – Design for Marketing / 14.01803083 / 3  UD: ENTR155 (Level 6 only) – Startup of the Professional You / 14.01803093 / 3  UD: ENTR156 (Level 1 and Level 6) – Ideas to Action / 14.01803103 / 3  UD: ENTR157 (Level 6 only) – Venturing for Good / 14.01803113 / 3  Work-based Learning Practicum / 17.00802015 | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| **CTE Program of Study Attachments:**  Labor Market Information (LMI) Review;  Articulation/Dual Enrollment Agreement(s); and  Program of Study Matrix. | | |
| DDOE CTE & STEM Director Signature: Date: | | |
| DDOE Chief Academic Officer Signature: Date: | | |