Delaware Department of Education

CTE & STEM Office

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Dover, DE 19901

Phone: 302.735.4015

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 | | |
| **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 three (3) 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. |
| **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): Precision Marketing II or Stukent Mod Marketing textbook and assessment  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. From Mimic Social |
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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 and quizzes |

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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  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 / 14.01602 |
| **CTE Program of Study Course Titles, Course Codes, and Funding Levels:**  1. Marketing Essentials for a Digital and Dynamic World/14.01602011/Funding Level: 2  2. Digital & Data Driven Marketing/14.01602022/Funding Level: 2  3. Entrepreneurial & Corporate Marketing/14.01602033/Funding Level: 2 | | |
| **CTE Concentrator/Completer Course Titles:**  Concentrator Course: Digital & Data Driven Marketing / 14.01602022  Completer Course: Entrepreneurial & Corporate Marketing / 14.01602033 | | |
| **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: | | |