

MARYLAND STATE DEPARTMENT OF EDUCATION IN PARTNERSHIP WITH THE
UNIVERSITY OF MARYLAND EASTERN SHORE

MSDE CAREER AND TECHNOLOGY EDUCATION PROGRAMS OF STUDY MARKETING PATHWAY

Learning Objectives and Course Outlines

BMF Program Affiliate

3/2/2012



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Contents

BMF Pathways.....	2
Marketing CLEP Exam Composition.....	5
Business, Management, And Finance Program Affiliate.....	6
Marketing Pathway Objectives.....	8
Introduction To Marketing.....	9
Introduction To Marketing Performance Indicators.....	10
Marketing 1 Units.....	13
Advanced Marketing.....	16
Advanced Marketing Performance Indicators.....	18
Advanced Marketing Units.....	22
For More Information.....	25

BMF PATHWAYS

The workforce has changed dramatically as a result of technological advancements made in the past two decades demanding that students enter the workplace prepared with advanced technical and 21st century skills. A study conducted by the Georgetown Center on Education and the Workforce (2008) projects that from 2008 to 2018, about two-thirds of the job openings in the U.S. will require at least some postsecondary education and training. More specifically, approximately half of the jobs that will require post-secondary education will go to people with an associate's degree or occupational certificate. Often referred to as middle skill occupations, they include such career paths as construction, paralegal, health technology, nursing, office management, administrative services, bookkeeping, sales, event planning, repair and installation, massage therapy, and law enforcement ⁽¹⁾.

Career and Technology Education (CTE) programs are developed in response to an identified opportunity to add value to students' overall educational programs and align with the most appropriate, reliable, and valid technical standards available. CTE programs provide multiple options for students as they prepare for entry into careers and further education and are measured against student attainment of rigorous academic, employability and technical skills and student success in further education and employment.

Is there any proof CTE works? Students who complete a rigorous academic core coupled with an academically challenging CTE program of study have test scores that equal or exceed college preparatory students. Additionally, they are more likely to pursue postsecondary education, have a higher grade point average in college, are less likely to drop out of college in the first year, and have an easier time finding internships and employment opportunities than non-CTE students. In short, CTE programs have been cited for: preparing students to be career and college ready, helping students learn how to apply core academic skills to real world professional situations, building the employability soft skills of students such as communications and critical thinking, and providing students with job-specific technical skills ⁽²⁾. Further, CTE students have also been found to be significantly more likely to report that they developed problem-solving, project completion, research, math, college application, work-related, communication, time management and critical thinking skills during high school ⁽³⁾.

The Business, Management, and Finance (BMF) programs of study include: Business Administrative Services, Business Management, National Academy of Finance, Accounting, and Marketing. They represent programs of study all found at the University level. Reports consistently show that business remains the number 1 college major in the nation overall for both men and women ⁽⁴⁾. Additionally, in terms of persistence to graduation and number of degrees awarded, business holds the top spot representing nearly 25% of all degrees awarded annually ⁽⁵⁾.

Do BMF programs of study prepare students for academic studies in undergraduate business programs? Yes, students who take business courses while in high school are found to be better prepared for academic success in college business programs ⁽⁶⁾.

This Maryland BMF cluster focuses on four programs of study based on the Maryland State Department of Education framework for Business Management and Finance. Each program includes rigorous academics, broad cluster knowledge and skills, and technical skills related to one of the specific programs of study. The programs of study are: Business Administrative Services, Business Management, Marketing, and Finance and Accounting. Each course in the program of study has been identified and developed with regional postsecondary and business partners. Skills for Success and other workforce requirements are integrated throughout the coursework. Examples include workplace readiness, computer applications, written and oral communication skills, and math skills. Industry certifications are incorporated where appropriate. Opportunities are available for students to earn college credit through articulation agreements—such as dual enrollment and CLEP exams. Each program allows students to graduate with the skills and knowledge necessary to pursue post-secondary education and entry-level business positions.

The Maryland State Department of Education has committed itself to increasing the rigor of all CTE programs of study. This effort has included the development of State-wide Program Objectives and Course Outline aligned with the Microsoft Office Specialist (MOS) certification exams (Business Administrative Services) and the CLEP Exams (Accounting, Marketing, and Business Management). Further, the rigor of each program of study is being dramatically increased in order to better prepare students for career or college entry as well as to align with entry-level undergraduate courses for each respective discipline. With contemporary assurance of learning and assessment standards occurring in higher education, it is imperative that high school completer programs represent rigorous and not watered-down learning opportunities. The MSDE is supporting a federal mandate to incorporate certification and/or national standardized examinations into pathway courses in order to increase the career and college readiness of student, insure program validity and effectiveness as well as measure student achievement.

Students in all programs of study are required to take two core courses—Principles of Business Administration & Management and Principles of Accounting and Finance. All students learn effective decision-making techniques in financial management, business communication, problem-solving, teamwork and networking skills. Human resource topics such as diversity in the workplace, ethics, employer/employee rights, discrimination, accountability, time management, and setting priorities are also covered. Upon completion of the two core courses, students are required to complete remaining credits in their selected program of study such as Business Administrative Services, Business Management, Marketing, and Finance and Accounting. To complete the Marketing Pathway the required completer courses are Introduction to Marketing and Advanced Marketing

All BMF programs of study recommend that students should have access to work study, mentorship, internship, and job shadow opportunities. Students also benefit from national professional organizations such as FBLA and DECA. Once students have completed the marketing program of study they are encouraged to take the CLEP-Marketing exam or CLEP-Management exam offered by ETS.

The coverage of Marketing varies across institutions of higher education whereas Principles of Marketing is found at the 100 or 200 level at a community college, it is usually offered at the 300 level at accredited bachelors degree business programs at institutions such as the University of Maryland College Park, Towson University, Frostburg State University, Salisbury University, and the University of Maryland Eastern Shore. As a result, institutions across the State may vary with how academic credit for the Marketing CLEP exam is recognized whereas

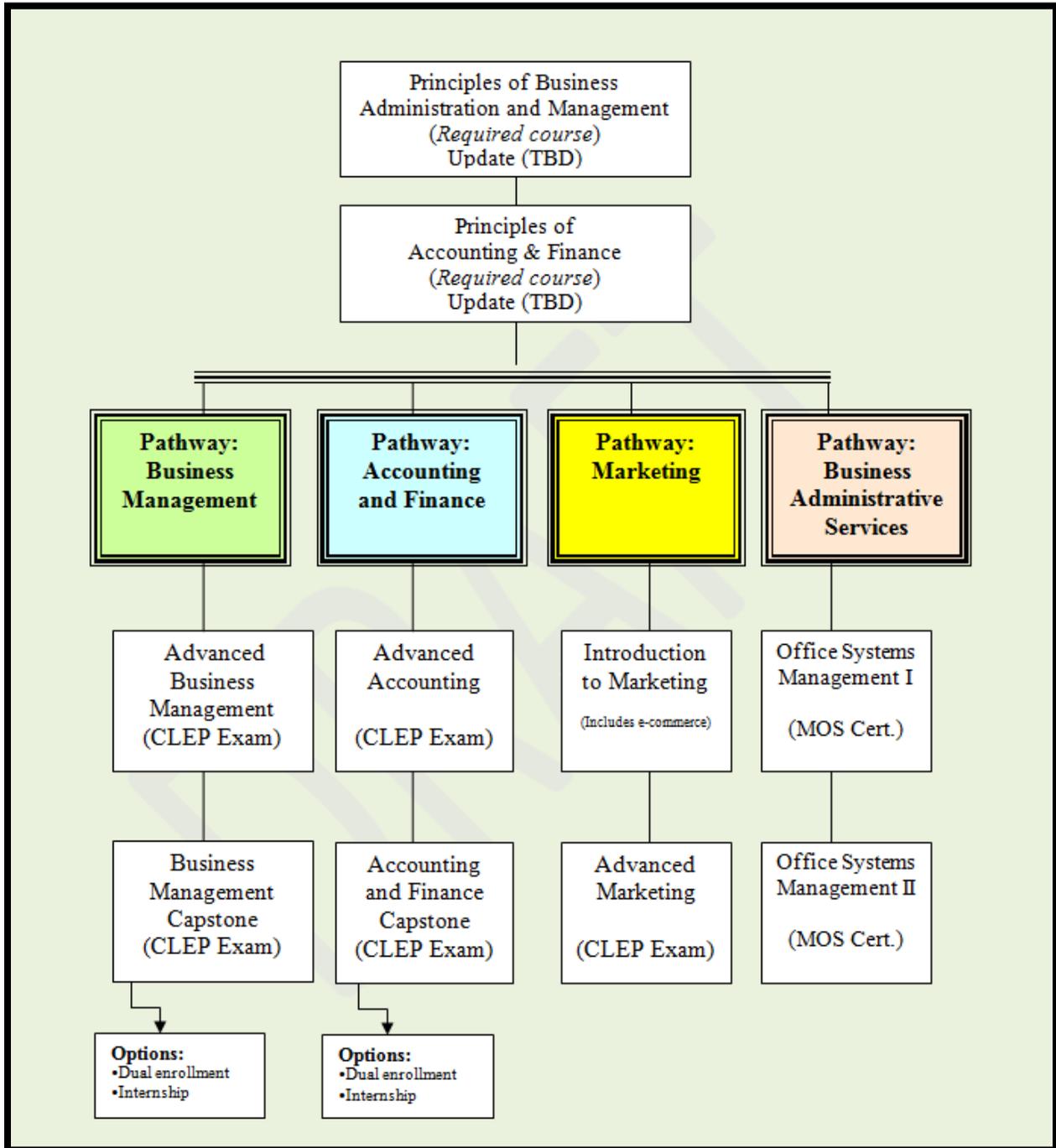
community colleges will likely assign 3-credits that replace their marketing foundation course and 4-year colleges and universities may assign 3-lower level elective business credits that will not replace their respective Principles of Marketing course.

The CLEP Principles of Marketing exam delivers 100 questions and is 90 minutes long. The exam covers the role of marketing in society and within a firm, consumer and organizational markets, marketing strategy, the marketing mix, international marketing, ethics, marketing research, services and not-for-profit marketing. More specifically, the exam assesses student knowledge and recall of the role of marketing including concepts, strategy, planning, information systems, and research (17-24% of exam); comprehension through the students ability to explain and associate such concepts as consumer behavior, segmentation, and positioning (22-27%); application of knowledge in the form of decisions made in the marketing mix such as branding, pricing, IMC, promotions, distribution channels and logistics, and CRM (40-50% of exam); and analysis as students make inferences about concepts related to ethics, international marketing, and non-profit marketing (8-13% of exam). The Website for the Principles of Marketing CLEP Exam can be found at http://www.collegeboard.com/student/testing/clep/ex_pmark.html

The following Program Objectives and Course Outline identifies the units to be taught in the Marketing Pathway Courses. It is designed to culminate with the CLEP examination in Marketing. It was built upon the MSDE Voluntary State Curriculum introduced in 2008; however, the changes contained herein represent a significant expansion of content coverage in terms of breadth and depth, the introduction of units, and alignment with the CLEP examination. As such, this document replaces any previously introduced curriculum.

- (1) Georgetown's Center on Education and the Workforce, (2010). Help Wanted: Projections of Jobs and Education Requirements Through 2018. Georgetown University
- (2) Association for Career and Technical Education. (2009). FactSheet. Retrieved 11/22/11 from: www.acteonline.org/uploadedFiles/About_CTE/files/CTUFactSheet2.0-3.doc
- (3) Grasmick, N. (2011). Across the nation during the month of February, Career and Technology Education programs are being celebrated during CTE Month. Maryland State Department of Education. Retrieved from: 2/16/2011 http://www.marylandpublicschools.org/NR/rdonlyres/F1D78DCC-1403-4029-A4CB-BF6BB8106752/27453/oped_career__technology_03_2012.pdf
- (4) Princeton Review. (2010). Top 10 College Majors. Retrieved 1/20/2011 from <http://www.princetonreview.com/college/top-ten-majors.aspx>
- (5) U.S. Department of Education, National Center for Education Statistics. (2010) Digest of Education Statistics, 2009 (NCES 2010-013)
- (6) Sweitzer, K. (2011). High School Preparation Tips for Aspiring Business Majors. Retrieved 3/17/2011 from <http://businessmajors.about.com/od/undergradbusinessmajors/a/HighSchoolPrep.htm>

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MARKETING CLEP EXAM COMPOSITION**8-13% Role of Marketing in Society**

- Ethics
- Nonprofit marketing
- International marketing

17-24% Role of Marketing in a Firm

- Marketing concept
- Marketing strategy
- Marketing environment
- Marketing decision system
- Marketing research
- Marketing information system

22-27% Target Marketing

- Consumer behavior
- Segmentation
- Positioning
- Business-to-business markets

40-50% Marketing Mix

- Product and service management
- Branding
- Pricing policies
- Distribution channels and logistics
- Integrated marketing communications/Promotion
- Marketing application in e-commerce

8-13% Role of Marketing in Society

- Ethics
- Nonprofit marketing
- International marketing

<http://clep.collegeboard.org/>

Business, Management, and Finance Program Affiliate

The goal of the Maryland Business, Management, and Finance Program Affiliate is to provide curriculum development and professional development for business teachers in schools that are implementing the Maryland BMF Programs of Study. Formed in 2010, the Program Affiliate represents a partnership between the MSDE and UMES. In a collaborative effort, the Maryland BMF Program Affiliate works with the MSDE Division of Career and College Readiness Career and Technology Education (CTE) branch to provide leadership, professional development opportunities for teachers, curriculum and technical assistance, program alignment to industry standards, professional certification requirements, and university/college credit requirements in order to ensure excellence across the BMF discipline. The Website for the BMF Program Affiliate can be found at www.BusinessEducationMSDE.com

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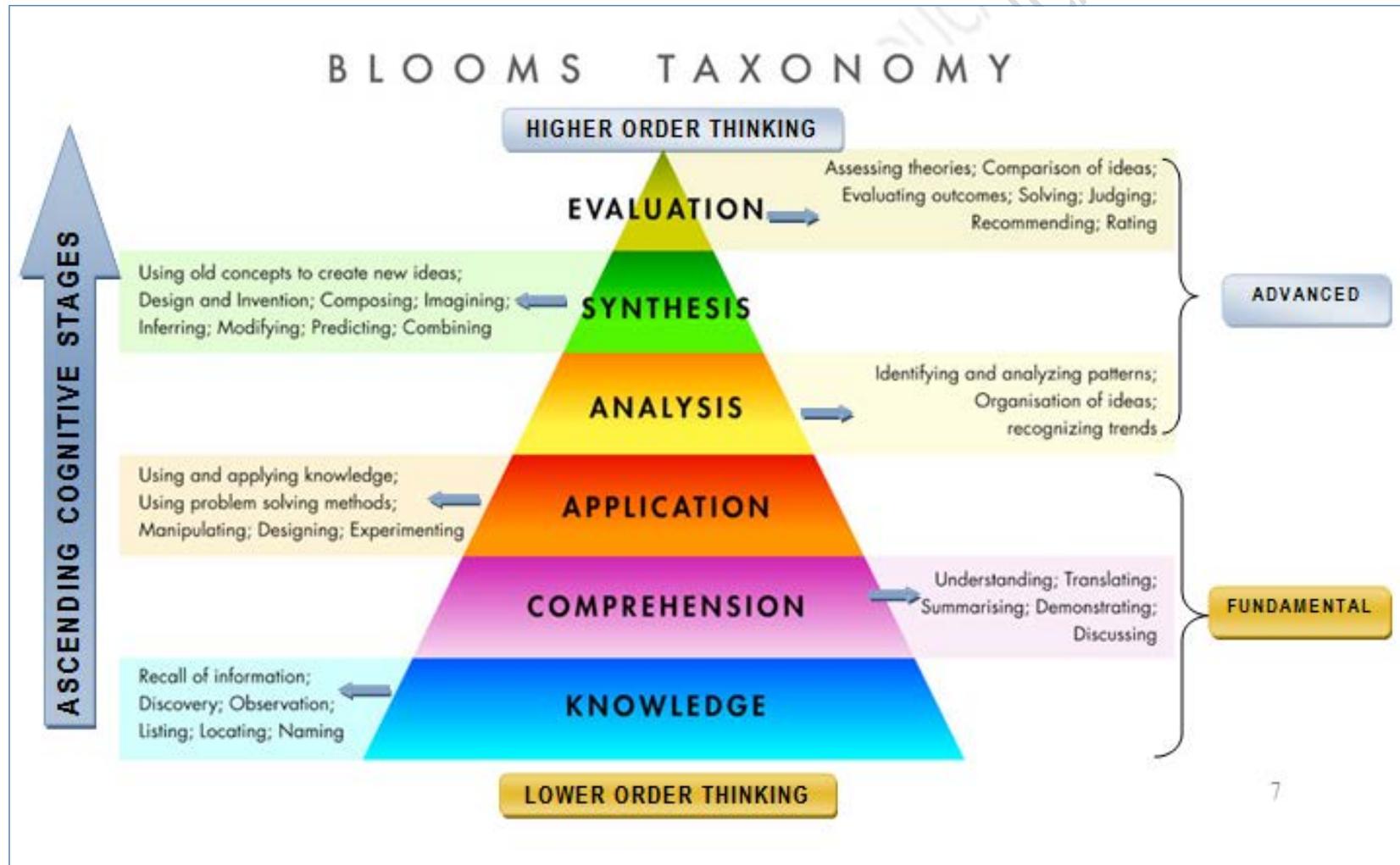
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The course objectives and learning outline have been carefully scaffolded with new concepts being built upon existing knowledge as appropriate. Performance indicators have been written using Bloom's Taxonomy of Educational Objectives. These performance indicators are appropriate to the intellectual development of the child in harmony with the curriculum content. As such, lesson plans and assessments should be developed with the educational objectives in mind. The model below is adapted from:

<http://connect.in.com/blooms-taxonomy/images-blooms-taxonomy-verbs-1-668324600279.html>



MARKETING PATHWAY OBJECTIVES

Upon completion of Principles of Marketing and Advanced Marketing and passage of the CLEP examination students will have been able to demonstrate:

1. Knowledge through the ability to recall and to make associations between marketing concepts, terminology, procedures, strategy, planning, information systems, and research
2. Comprehension and application through the student's ability to recognize, explain, and associate such concepts as consumer behavior, segmentation, and positioning;
3. Application of knowledge in the form of decisions made in the marketing mix such as branding, pricing, IMC, promotions, distribution channels and logistics, and CRM
4. Analysis and synthesis through a student's ability to analyze and make inferences about concepts related to ethics, international marketing, and non-profit marketing
5. Synthesis through a student's ability to create a marketing proposal.

Course Information: Introduction to Marketing

Course Description:

The Introduction to Marketing course introduces the student to the essential concepts of marketing theory required to provide the goods and services to meet the consumers' wants and needs. Students will be introduced to the foundations, functions and benefits of marketing in a free enterprise system. Consumer buying behavior and relationships will be analyzed and understood. The student will be introduced to the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions. Students will be introduced to market segmentation and target marketing, as well as the importance of identifying the attributes of a business and its' competitors. The elements of the marketing mix (product, price, promotion, and place), as well as pricing strategies, will be introduced to the students. The students will compare domestic and international marketing and alternatives. Throughout the Introduction to Marketing course, students will use and incorporate technologies to conduct research and communicate. In addition, students will investigate the various and ever-improving alternatives for electronic marketing. Students will learn the benefits and importance of Marketing Information Systems. Students will formulate viable marketing strategies by learning and creating a rudimentary marketing plan. Students will integrate their knowledge of legal issues, the importance of ethics, and social responsibilities in marketing. Students will understand and demonstrate strong interpersonal skills and develop an appreciation of human diversity. By the end of Introduction to Marketing students will have a solid understanding of the many diverse career opportunities in the field of marketing.

When students complete this course, they will know and be able to:

- Discuss and explain marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market-- driven economy.
- Recognize characteristics, motivations, and behaviors of customers.
- Identify internal factors and external trends that influence marketing strategy decisions.
- Summarize segmentation and the factors used to identify viable target markets.
- Explain how to use positioning to provide a competitive advantage in the market place.
- Discuss the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy.
- Explore the impact of media and technology on marketing.
- Locate primary and secondary research data to make informed marketing strategy decisions.
- Locate ethical and legal issues in the Marketing and Advertising industries.
- Identify careers in marketing.

- Teacher-designed end-of-course assessment
- School system-designed end-of-course assessment
- E-Portfolio
- Real World Project or Simulation
- Nationally recognized examination: (other)

Introduction to Marketing Performance Indicators

Performance Indicators

1. The student will be able to discuss and explain marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market-driven economy.
 - *Define the 4 P's of Marketing*
 - *Define key terms such as: marketing, a market, market share, needs and wants, competition, product life cycle.*
 - *Recall the value of marketing in a free enterprise system.*
 - *Describe the benefits of marketing to the consumer.*
 - *Define the utilities of marketing.*
 - *Examine the evolution of marketing.*
 - *Differentiation between the types of marketing.*
 - *Compare and contrast marketing for profit and non-profit organization.*
 - *Explain the concept of an economy.*
 - *Explain supply and demand in a marketing environment.*
 - *Explain the balance of trade.*
 - *Identify the factors of production.*
 - *Explain push and pull as it applies to economics.*
2. The student will recognize characteristics, motivations, and behaviors of customers' needs and wants.
 - *Name the consumer's purchasing decision process.*
 - *Identify Maslow's Hierarchy of Needs.*
 - *Discuss the basics of customer relationship marketing.*
 - *Identify consumer trends.*
3. The student will identify and classify internal factors and external trends that influence marketing strategy decisions.
 - *Discuss how Environmental Scans are used to develop a SWOT (strength, weakness, opportunity, and threats) Analysis.*
 - *Differentiate between internal and external control factors.*
 - *Interpret an environmental scan to analyze external factors.*
 - *Interpret an internal analysis for strengths and weaknesses.*
 - *Discuss plans to overcome weaknesses and apply strengths.*
4. The student will summarize segmentation and the factors used to identify viable target markets.
 - *Examine alternative market segmentation strategies.*
 - *Define market segmentation and target marketing.*
 - *Identify relevant criteria for selecting market segments.*
 - *Identify a market segment(s) to target for a product or service.*
5. The student will explain how to use positioning to provide a competitive advantage in the market place.

- *Define positioning—the act of designing the company’s offering and image so that it occupies a meaningful and distinct competitive position in the target customers mind.*
 - *Classify and discuss positioning strategies, such as: price and quality, features and benefits.*
6. The student will discuss the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy.
- *Define the elements of a marketing mix.*
 - *Memorize and assess the relationship of the marketing mix (the four P’s).*
 - *Recognize the various terms and concepts that pertain to products and services.*
 - *Identify the implications of alternative branding strategies.*
 - *Identify the strategy considerations over the product life cycle.*
 - *Discuss the issues of the product line formation.*
 - *Define the Four I’s and how they impact the service marketing mix. The four I’s including: inconsistency, inseparability, intangibility, and inventory.*
 - *Recognize the factors contributing to product failure and success. Such as generating ideas, screening ideas, developing a business proposal, developing the product, testing with consumer, introducing the project, and evaluating customer acceptance.*
 - *Describe the role of packaging, labeling, and warranties of marketing a product.*
 - *Investigate the array of alternative pricing strategies for marketing a product or service.*
 - *Identify the elements that make up a price point/lining.*
 - *Explain how price determines how or what a customer purchases.*
 - *Define the positioning value of price.*
 - *Identify price policies. Such as mark up, cost plus, and reseller considerations.*
 - *Discuss inelasticity and elasticity and its role in pricing decisions.*
 - *Explain ways that government regulations/laws affect pricing practices. Such as price discrimination, price gauging, and price fixing.*
 - *Identify means for Place/Distribution methods.*
 - *Discuss distribution planning*
 - *Demonstrate understanding of the concepts of channel structure and distinguishing alternative channels available including e-commerce.*
 - *Discuss the varying levels of distribution intensity such as selective or exclusive distribution.*
 - *Name inventory practices such as Just in Time Inventory, First In First Out (FIFO), Last In First Out (LIFO), Dollar Cost Averaging.*
 - *Recognize the alternative components of an integrated market communications campaign (promotion).*
 - *Define the key terms for promotion*
 - *Identify the elements of the promotional mix—advertising, direct marketing, sales promotion, public relations and personal selling.*
 - *Explain the nature of the communications process.*
 - *Explain the concept, identify the elements, and purpose of visual merchandising.*
 - *Identify different media alternatives.*
 - *Demonstrate tknowledge of personal selling.*

7. The student will explore how technology has shaped marketing over time.
 - *Discuss how different media have shaped and evolved marketing over-time.*
 - *Discuss how marketing is techno-deterministic.*

8. The student will locate primary and secondary research data used to make informed marketing strategy decisions.
 - *Discuss the role of marketing research in decision making.*
 - *Identify the reasons for conducting research.*
 - *Locate and differentiate between primary and secondary research.*

9. Discuss ethical and legal issues in the Marketing and Advertising industries.
 - *Discuss the evolution laws that regulate marketing through history that? include the events that lead to the introduction of the Consumer Protection Act, the Fair Food and Drug Act, and etcetera.*
 - *Discuss the need for ethical and legal regulation of marketing.*
 - *Discuss social responsibility among marketers.*

10. Discuss careers in marketing, and identify the role that marketers play in business and society.
 - *Explore and research career opportunities in marketing and the marketing-related fields of public relations, sales, and advertising*
 - *Report how current events impact the marketing profession.*
 - *Examine the educational requirements for various careers, professional designations, and certifications in marketing professions.*
 - *Discuss the major focus of marketing, advertising, and public relations activities in the United States and abroad.*
 - *Discuss different subsets of the marketing profession (e.g. electronic marketing, sports marketing, viral marketing, POP, catalogue, direct mail, promotional marketing, event marketing, retail marketing,*
 - *Examine the skills and competencies needed to be successful in marketing professions.*

Principles of Marketing Units

Unit 1 (Learning Objective 1)

What is marketing?

History and evolution of marketing

Role in the Shaping of Business and Industry

The core functions of marketing.

Careers in marketing

Unit 2 (Learning Objective 1)

Concept of an economy.

Supply and demand in a marketing environment.

The balance of trade.

Push and pull as it applies to economics.

Basic marketing terms in a market; market share, needs and wants, competition, product life cycle, 4PS.

The marketing concept.

Value of marketing in a free enterprise system.

The benefits of marketing to the consumer.

The utilities of marketing.

The types of marketing.

Unit 3 (Learning Objective 3)

Concept of a product

Product development

Product life-cycle

The Production Cycle

Mass production

Role of technology in production

Issues with sourcing and production

Internal and external control factors.

SWOT (strength, weakness, opportunity, and threats) Analysis.

Product line formation.

The Four I's and how they impact the service marketing mix. The four I's including: inconsistency, inseparability, intangibility, and inventory.

The factors contributing to product failure and success. Such as generating ideas, screening ideas, developing a business proposal, developing the product, testing with the consumer, introducing the project, and evaluating customer acceptance.

The role of packaging, labeling, and warranties.

Unit 4 (Learning Objectives 5 & 6)

Price

Pricing strategy

The elements that make up a price point

The positioning value of price.

Price policies.

Inelasticity and elasticity and its role in pricing decisions.

Unit 5 (Learning Objectives 5 & 6)

Distribution channels

Place/Distribution methods.

Distribution planning

The varying levels of distribution intensity such as selective or exclusive distribution.

Inventory practices such as Just in Time Inventory, First In First Out (FIFO), Last In First Out (LIFO)

Unit 6 (Learning Objectives 6 & 7)

Promotions (advertising, marketing, public relations)

Advertising (print, open air, viral, television, Web-based, radio, mobile, etc)

Public relations (press releases, sponsorship deals, exhibitions, conferences, seminars, awards ceremonies, fashion shows and other events, product placement, etcetera)

Marketing (rebates, direct selling, telemarketing, online marketing, product give aways, coupons, . personal selling, database marketing, influencer marketing, social media and marketing, display and POP marketing, packaging, other sales promotions, cooperative marketing agreements,

Role of the media in marketing

Word of Mouth

Marketing Mix

Unit 7 (Learning Objectives 4 & 5)

Branding and Positioning

Competitive advantage

USP

Classify and apply positioning strategies, such as: price and quality, features and benefits.

Market segmentation and target marketing.

Unit 8 (Learning Objective 2)

The consumer's purchasing decision process.

Maslow's Hierarchy of Needs.

Trends and fads in the market place.

Contemporary consumer trends.

Unit 9 (Learning Objective 7)

How different media have shaped and evolved marketing over-time.

How marketing is techno-deterministic.

Current technological advances

Unit 10 (Learning Objective 8)

The role of marketing research in decision making.

The reasons for conducting research.

Primary and secondary research.

Unit 11 (Learning Objective 9)

The need for ethical and legal regulation of marketing.

Social responsibility among marketers.

The government's regulatory role in how it impacts marketing.

Unit 12 (Learning Objective 10)

Career opportunities in marketing and the marketing-related fields of public relations, sales, and advertising.

The educational requirements for various careers, professional designations, and certifications in marketing professions.

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Advanced Marketing

Course Description:

This course is designed to be the second of two sequential marketing courses of the completer requirement for students enrolled in the Marketing Program of Study. This course provides students with accounting knowledge that will prepare them for post-high school levels of education and entry-level positions in the work force. The Advanced course builds on all of the concepts studied in Introduction to Marketing by giving the students in-depth, comprehensive project-based learning opportunities. Students will apply their understanding of consumer buying behavior and relationships; the tools and techniques used by organizations that identify the factors that influence marketing strategy decisions; market segmentation and target marketing; and other considerations in order to create a written professional marketing plan. Throughout the course, students will use strong interpersonal skills and incorporate technologies when conducting primary and secondary research. In addition, students will include alternatives of electronic and internet marketing within their marketing plan. Students will create and/or use a marketing information system(s) when working with or collecting data. Students will integrate their knowledge of legal issues, ethics, diversity and social responsibilities in developing their marketing plan.

The marketing program of study recommends that students should have access to work study, mentorship, internship, project-based learning, simulations, and job shadow opportunities. Students will also benefit from national professional organizations such as FBLA and DECA (an international organization of high school marketing students), that can provide opportunities to apply foundations and functions of marketing. Once students have completed the marketing program of study they are encouraged to take the CLEP-Marketing exam

When students complete this course, they will know and be able to:

- Interpret and apply marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market driven economy.
- Analyze characteristics, motivations, and behaviors of customers' needs and wants.
- Summarize and classify internal factors and external trends that influence marketing strategy decisions.
- Explain segmentation and the factors used to identify viable target markets.
- Identify and explain attributes that provide a competitive advantage in the market place.
- Assess the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy.

- Describe in detail, and give examples of, how the internet, World Wide Web, Mobile Applications, Social Networking Technologies and related technology are impacting marketing activities.
- Compare domestic and international marketing strategies, and describe alternative approaches to entering global markets.
- The student will assess the quality of, and interpret primary and secondary research data to make informed marketing strategy decisions.
- Analyze an organization and its market, develop a SWOT analysis and formulate a viable marketing strategy.
- Analyze ethical and legal issues in the Marketing and Advertising industries.
- Use the internet and related technology to complete significant marketing activities.
- Judge how relationships, leadership, team work, communication, and networking skills can contribute to success in marketing.
- Assess careers in marketing based on personal interest, personality traits, knowledge, skills, and ability
- Develop teamwork skills in the preparation of a marketing plan

Nationally recognized CLEP examination in either Marketing or Management

Advanced Marketing Performance Indicators

Performance Indicators

1. The student should be able to interpret and apply marketing terminology, key marketing concepts, the fundamental processes, and the role and benefits of marketing in a market driven economy.
 - *Explain in detail and apply the 4 P's of Marketing*
 - *Examine and analyze the core functions of marketing.*
 - *Explain the evolution and role of marketing in a market driven economy*
2. The student will analyze characteristics, motivations, and behaviors of customers' needs and wants.
 - *Explain the steps in making an informed purchase decision for a business.*
 - *Discuss the psychological, socio-cultural, situational, and marketing mix influences on the consumer purchasing decision process.*
 - *Discuss customer relationship marketing.*
 - *Explain the role of VAL (Value Attitudes and Lifestyle)*
 - *Discuss cross cultural differences in buying behavior.*
 - *Illustrate the steps of the consumer buyer behavior model.*
 - *Compare and contrast how buying decisions are different based on B2B and B2C models.*
 - *Explain the buying center and its functions.*
3. The student will summarize and classify internal factors and external trends that influence marketing strategy decisions.
 - *Conduct a competitive analysis of both direct and indirect competitors.*
 - *Formulate a plan to overcome weaknesses and apply strengths to out sell the competition.*
 - *Conduct an environmental scan to analyze external factors.*
 - *Conduct an internal analysis for strengths and weaknesses.*
 - *Create a SWOT (strength, weakness, opportunity, and threats) Analysis.*
 - *Hypothesize the future implications of a product idea or concept based on a SWOT analysis.*
4. The student will explain segmentation and the factors used to identify viable target markets.
 - *Compare and contrast relevant criteria for segmenting and selecting a target market*
 - *Assess alternative variables for segmenting consumer and organizational markets i.e. Demographics, sociographics, geographics, psychographics, etc.*
 - *Justify the selected segments to target.*
5. Identify and explain attributes that provide a competitive advantage in the market place.
 - *Evaluate alternative positioning strategies by creating perceptual maps for products and services.*
 - *Draw a conclusion of how best to differentiate competing products and establish a position in the marketplace.*

- *Compose a perceptual map based on survey data obtained from the target market and their perception of competing products or services.*
6. The student will assess the elements of the marketing mix and how each element interrelates in the implementation of the marketing strategy.
- *Ascertain the “sell-- ability” of a new product based on factors contributing to its success or failure.*
 - *Identify and differentiate the elements of the promotional mix—advertising, direct marketing, sales promotion, public relations and personal selling.*
 - *Examine the impact of brand equity on marketing strategies.*
 - *Design a pricing plan that incorporates a pricing strategy such as bundling, discounting, and prestige pricing.*
 - *Prepare a cost benefit analysis to identify the most efficient means of distribution*
 - *Using a budget, devise a promotional campaign for a school based enterprise including all elements of the promotional mix.*
 - *Create and defend a professional promotional plan including product features, benefit analysis and advertising*
 - *Develop a professional sales presentation on a particular product utilizing the seven steps of selling.*
 - *Demonstrate the five negotiation skills which include avoidance, accommodation, bargaining, collaboration, and compromise.*
 - *Discuss integrated marketing communications*
7. Describe in detail, and give examples of, how the internet, World Wide Web, Mobile Applications, Social Networking Technologies and related technology to complete significant marketing activities.
- *Define marketing-information systems and related processes.*
 - *Discuss mobile marketing.*
 - *Explain and give examples of viral marketing.*
 - *Explain the role of social networking in the marketing mix.*
 - *Use technology to gather marketing information.*
 - *Discuss marketing in e-commerce.*
 - *Examine various software programs used in marketing.*
 - *Appraise the success of viral marketing.*
 - *Discover ways to analyze electronic data to increase profit margins.*
8. The student will compare domestic and international marketing strategies, and describe alternative approaches to entering global markets.
- *List and define global marketing strategies, including customization, globalization, product adaptation, and promotion adaptation.*
 - *Discuss world trade agreements and how they impact marketing strategies.*
 - *Discuss the need for interdependence of countries within the global market place.*
 - *Adapt a product for global marketing.*
 - *Review cultural issues that impact buying decisions in other countries.*

9. The student will assess the quality of, and interpret primary and secondary research data to make informed marketing strategy decisions.
 - *Differentiate between primary and secondary research.*
 - *Discuss the difference between quantitative and qualitative research methods.*
 - *Define reliability and validity.*
 - *Compose a report critiquing the research of a particular product.*
 - *Analyze the validity and reliability of market data collected.*

10. The student will analyze an organization and its market, develop a SWOT analysis and formulate a viable marketing strategy.
 - *Develop a SWOT analysis*
 - *Critique a professional marketing plan for an existing company.*
 - *Formulate a marketing strategy for an existing enterprise*

11. Analyze ethical and legal issues in the Marketing and Advertising industries.
 - *Discuss the evolution laws that regulate marketing through history that include the events that lead to the introduction of the Consumer Protection Act, the Fair Food and Drug Act, and etcetera.*
 - *Relate legal issues that affect marketing, such as: price fixing, deceptive advertising, price gouging, price discrimination, identity theft and infringement, and copyright laws.*
 - *Discuss ethical issues that impact marketing such as dumping (pricing policy), bid rigging, predatory pricing, price skimming, variable pricing, price war, negative advertising, sourcing of products, child labor, unfair labor practices, unfair trade policies, causing harm to competitors, predatory practices, manipulating social values, anti-consumerism, stereotyping, planned obsolescence, vendor lock-in/lock-out, bait and switch, guerilla and viral marketing, search engine manipulation, spyware/adware, and spamdexing,*
 - *Explain the unethical behavior of consumers in the market place, such as piracy, online auction fraud, miss-redeeming coupons, and phony insurance claims.*
 - *Assess various marketing situations to determine if they reflect an appropriate use of ethics.*
 - *Investigate how marketing policies differ among countries.*
 - *Debate the value of social responsibility in the current market place.*
 - *Critique the importance of social issues in marketing, such as “green marketing”.*

12. Use the internet and related technology to complete significant marketing activities.
 - *Apply spreadsheet, database, desktop publishing, and word processing applications to create various professional documents.*
 - *Conduct online research to obtain information.*
 - *Create multimedia presentations.*

13. Judge how relationships, leadership, team work, communication, and networking skills can contribute to success in marketing.
 - *Model characteristics of effective marketing communications.*
 - *Analyze types of communication that are appropriate in marketing.*
 - *Research the advantages of using networking to achieve marketing and career goals.*

14. Assess careers in marketing based on personal interest, personality traits, knowledge, skills, and ability
 - *Discuss the educational requirements for various careers, professional designations, and certifications in marketing professions.*
 - *Describe various marketing career options, such as marketing fields – marketing research, communications, database management, public relations, advertising, distribution, retailing, e-commerce, mobile commerce, customer service, product management, and sales*
 - *Compare and contrast a potential marketing career.*

15. Develop teamwork skills in the preparation of a marketing plan
 - *Utilize teamwork, oral and written communications, organizational, and written communications skills in the preparation of a marketing plan for a school based or other local enterprise.*

MARYLAND STATE DEPARTMENT OF EDUCATION

Advanced Marketing Units

Unit 1 (Learning Objective 1)

Review the 4 P's of Marketing, market, market share, needs and wants, competition, product life cycle, and the types of marketing.

The evolution and role of marketing in a market driven economy

Unit 2 (Learning Objective 2)

The psychological, socio-cultural, situational, and marketing mix influences on the consumer purchasing decision process.

The role of VAL (values attitudes and lifestyle)

Customer relationship marketing.

Cross cultural differences in buying behavior.

The steps of the consumer buyer behavior model.

B2B and B2C models.

The buying center and its functions.

Unit 3 (Learning Objective 3)

Conducting an environmental scan,

Competitive analysis of direct and indirect competitors

Internal analysis of strengths and weaknesses.

Formulating a plan to overcome weaknesses and apply strengths to out sell the competition.

Internal and external control factors.

Creating a SWOT (strength, weakness, opportunity, and threats) Analysis.

The future implications of a product idea or concept based on a SWOT analysis.

Unit 4 (Learning Objective 4 & 5)

Market segmentation and target marketing.

Relevant criteria for selecting market segments.

Assessing alternative variables for segmenting consumer and organizational markets i.e. Demographics, sociographics, geographics, psychographics, etc.

Competitive advantage

Alternative positioning strategies

Creating perceptual maps for products and services.

Unit 5 (Learning Objectives 5 & 6)

Optimizing the marketing mix to increase profit for a product or service.

Ascertaining the “sell- ability” of a new product based on factors contributing to its success or failure.

Elements of the promotional mix—advertising, direct marketing, sales promotion, public relations and personal selling.

Integrated marketing communications

The impact of brand equity on marketing strategies.

Designing a pricing plan that incorporates a pricing strategy such as bundling, discounting, and prestige pricing.

Preparing a cost benefit analysis to identify the most efficient means of distribution

Using a budget to devise a complete promotional campaign for a school based enterprise including all elements of the promotional mix.

Creating a professional promotional plan including product features, benefit analysis and advertising using national media rate cards.

The five negotiation skills: avoidance, accommodation, bargaining, collaboration, and compromise.

Developing a professional sales presentation on a particular product utilizing the seven steps of selling.

Unit 6 (Learning Objective 7)

The difference between the internet and the World Wide Web and how both have shaped marketing.

Mobile marketing.

Viral marketing.

The role of social networking in the marketing mix.

Use of technology to gather marketing information.

Marketing and E-commerce.

Ways to analyze electronic data to increase profit margins.

Unit 7 (Learning Objective 8)

Global marketing strategies, including customization, globalization, product adaptation, and promotion adaptation.

World trade agreements and how they impact marketing strategies.

Adapting a product for global marketing.

Cultural issues that impact buying decisions in other countries.

Unit 8 (Learning Objective 9 & 12)

Primary and secondary research.

Quantitative and qualitative research methods.

Reliability and validity.

Conducting online research to obtain marketing information.

Designing a marketing research survey.

Critiquing the research of a particular product.

Unit 9 (Learning Objective 10)

Developing a SWOT Analysis

Key elements for a marketing plan which include: executive summary, situation analysis, objectives, marketing strategies, implementation, evaluation and control.

Critiquing a professional marketing plan for an existing company

Designing a written marketing plan.

Unit 10 (Learning Objective 11)

The evolution laws that regulate marketing through history include the events that lead to the introduction of the Consumer Protection Act, the Fair Food and Drug Act, and etcetera.

Legal issues that affect marketing, such as: price fixing, deceptive advertising, price gauging, price discrimination, identity theft and infringement, and copyright laws.

Ethical issues that impact marketing such as dumping (pricing policy), bid rigging, predatory pricing, price skimming, variable pricing, price war, negative advertising, sourcing of products, child labor, unfair labor practices, unfair trade policies, causing harm to competitors, predatory practices, manipulating social values, anti-consumerism, stereotyping, planned obsolescence, vendor lock-

in/lock-out, bait and switch, guerilla and viral marketing, search engine manipulation, spyware/adware, spamdexing,

The unethical behavior of consumers in the market place, such as piracy, online auction fraud, miss-redeeming coupons, and phony insurance claims.

Assessing various marketing situations to determine if they reflect an appropriate use of ethics.

Investigating how marketing policies differ among countries.

Debating the value of social responsibility in the current market place.

Critiquing the importance of social issues in marketing, such as “green marketing”.

Unit 11 (Learning Objective 13 & 14)

The communication skills of marketing professionals

The role of teamwork in marketing

The role of professional networking skills in marketing

Various marketing career options, such as – marketing research, communications, database management, public relations, advertising, distribution, retailing, e-commerce, mobile commerce, customer service, product management, and sales

Employment trends in marketing

Unit 12 (Learning Objective 15)

Understanding and applying the teamwork, oral and written communications, organizational, and written communications skills in the preparation of a marketing plan for a school based or other local enterprise.

Unit 13

About the CLEP Exam

Test taking tips

CLEP Concept Review

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