

## Marketing, Sales and Service: Marketing Communications and Promotion Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Marketing Communications and Promotion Pathway of the Marketing, Sales and Service Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Marketing Communications and Promotion Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
<b>SECONDARY</b>	9	English/ Language Arts I	Algebra I or Geometry	Earth or Life or Physical Science or Biology	State History Geography	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>Business Essentials</li> <li>Business Technology Applications</li> </ul>	<ul style="list-style-type: none"> <li>Account Executive</li> <li>Account Supervisor</li> <li>Administrative Support Representative</li> <li>Advertising Manager</li> <li>Analyst</li> <li>Art/Graphics Director</li> <li>Circulation Manager</li> <li>Contract Administrator</li> <li>Co-op Manager</li> <li>Copywriter</li> <li>Creative Director</li> <li>Customer Service Representative</li> <li>Interactive Media Specialist</li> <li>Marketing Associate</li> <li>Media Buyer/Planner</li> <li>Promotions Manager</li> <li>Public Information Director</li> <li>Public Relations Manager</li> <li>Research Assistant</li> <li>Research Specialist</li> <li>Sales Promotion Manager</li> <li>Sales Representative</li> <li>Trade Show Manager</li> </ul>
	10	English/ Language Arts II	Geometry or Algebra II	Biology or Chemistry	U.S. History		<ul style="list-style-type: none"> <li>Marketing</li> <li>Advanced Business Technology Applications</li> </ul>	
	11	English/ Language Arts III	Pre-Calculus or Algebra II	Chemistry or Physics	World History Psychology		<ul style="list-style-type: none"> <li>Principles of Marketing Communications</li> <li>Principles of Sales and Promotion</li> </ul>	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>						<ul style="list-style-type: none"> <li>Promotional Planning</li> <li>Principles of Marketing Research</li> </ul>	
<b>POSTSECONDARY</b>	<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>							
	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> <li>Integrated Marketing Communications</li> <li>Consumer Behavior</li> </ul>	
	Year 14	Speech/ Oral Communication Technical Writing			Sociology Public Policy		<ul style="list-style-type: none"> <li>Media Buying and Planning</li> <li>International Marketing</li> </ul>	
	Year 15	Continue courses in the area of specialization.					<ul style="list-style-type: none"> <li>Continue Courses in the Area of Specialization</li> </ul>	
	Year 16						<ul style="list-style-type: none"> <li>Complete Marketing Communications and Promotion Major (4-year degree program)</li> </ul>	

### Creating Your Institution's Own Instructional Plan of Study

**With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.**

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=95>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=69>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

*Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.*

The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=95>. These skills are reinforced through participation in student organization activities.

#1

*Business Essentials:* This is a core course designed to give students an overview of the Business, Marketing and Finance Career Cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

#2

*Business Technology Applications:* This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=69>. These skills are reinforced through participation in student organization activities.**

#3

*Marketing:* Students will develop a foundational knowledge of marketing and its functions including channel management, marketing information management, pricing, product/service management, promotion and selling. Students will understand the interrelationships and contributions to business success. Students will understand the need for marketing strategies and market identification. Students will practice customer relationship skills, ethics, technology applications and working in the regulatory environment.

#4

*Advanced Business Technology Applications:* Personal computing and business skills are integrated throughout the course. Students use word processing software to produce documents that include graphics, tables and other new documents. Students will practice advanced procedures to design forms, use a scanner, merge text and prepare documents for presentation. Students will use database and spreadsheet software to produce documents and will learn how to select appropriate software to generate information.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=69> and should include appropriate student activities. A work-based component may be included in each of the following courses.**

#5

*Principles of Marketing Communications:* This course deals with the operation and management of the advertising and promotion function with respect to its position within the marketing system and its relationship to the other business functions. Students will learn how to utilize standard processes to move, store, locate and/or transfer ownership of goods and services. Students will also learn how to disseminate information about products/services or the company to achieve a desired outcome. Students will develop an advertising plan, utilize various forms of publicity to promote a product or service, exhibit an understanding of ethical behavior when promoting a product or service, and use appropriate terminology to exhibit a clear and concise understanding of promotion to market a product or service.

#6

*Principles of Sales and Promotion:* This course provides tools necessary for the development, implementation and management of promotional programs. The focus is on management and coordination of advertising, personal selling, publicity and public relations, sales promotion and collateral materials.

#7

*Promotional Planning:* Students will develop skills necessary to practice ethical behavior to instill trust and confidence. Students will apply business ethics, regulations and safeguards to protect the business and to create trust including the creation of safety and security plans to minimize loss and maximize returns. Students will acquire foundational knowledge of marketing communication and promotion to understand its scope and impact on business. Students will investigate the marketing and promotion industry to understand its background and learn the process of placing orders/reorders to maintain appropriate levels of materials/equipment/supplies. Students will use skills of organizing, leading and planning to manage marketing communication and promotion activities.

#8

*Principles of Marketing Research:* This course provides an introduction to methods and principles of investigation and analysis used in making marketing decisions from product development to channel decisions to advertising decisions. Content includes planning studies, proposing studies, conducting data gathering, analyzing and interpreting data, and reporting results.

#9

*Integrated Marketing Communications:* This course focuses on processes used to manage marketing communications and promotion activities that facilitate business development and growth, and that contribute to customer satisfaction. Students will acquire foundational knowledge of marketing communications and promotion activities to gain an understanding of their nature and scope. Students will learn how to advertise to communicate with target audiences, conduct publicity and public relations to create goodwill and remind others about business activities, employ sales promotion activities to inform or remind others, and manage promotional activities and staff to expedite work, to coordinate activities, and to maximize the value of marketing communication and promotion.

#10

*Consumer Behavior:* This course presents the behavioral science theories, concepts, methods and research findings used to understand and predict consumer behavior as the basis of decision making by marketing managers. Students will apply technology to identify a variety of approaches for determining and monitoring pricing, and will apply strategies for determining and adjusting prices to maximize return and meet customers' perception of value.

#11

*Media Buying and Planning:* Students will learn strategy, techniques and problems of planning and buying media. Students will learn to buy space and time effectively and economically as well as the use of syndicated sources of media information.

#12

*International Marketing:* This course is an analysis of the nature and scope of international marketing including managerial and operational problems, and the ways environmental differences influence marketing strategies.



# Notes

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