

INTRODUCTION

MARKETING

The American Marketing Association (AMA) defines marketing as “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.” Marketing Education seeks to provide students with the competencies they need to enter, progress, and improve in the many and diverse marketing occupations available in today’s global economy.

The mission of Marketing Education, according to the Marketing Education Resource Center in Columbus, Ohio, is to “enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy.” The marketing programs offered by the state of Florida are designed to reinforce that mission and to enable students to acquire broad understanding of and skills in marketing so they can transfer their skills and knowledge between and among industries.

Marketing Education seeks to integrate academic concepts and technology applications throughout the curriculum. Broad-based standards that identify what students should know and be able to do as a result of instruction in marketing include business, management, and entrepreneurship; communication and interpersonal skills; economics; and professional development. The functions of marketing addressed in the various programs and courses offered by the state of Florida include distribution, financing, marketing-information management, pricing, product/service management, promotion, purchasing, risk-management, and selling. Each of these functions occurs every time a product is developed and sold; consequently the performance of the functions is the responsibility of marketers.

Marketing instruction is offered at the middle, secondary, postsecondary, and adult levels and is structured to meet the requirements for gainful employment and entrepreneurship at specified occupational points. Career opportunities in marketing can be found in domestic and international businesses, organizations, offices and agencies of all types and sizes--both profit and nonprofit. Marketing occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, transportation, communications, customer service, travel and tourism, and hospitality. All of the occupations for which the marketing frameworks prepare students emphasize the needs of customers as the primary focus during the planning, production, distribution, and promotion of goods and/or services.

Florida is committed to providing the necessary rigor in the marketing education curricula to ensure students a smooth transition into both their chosen field and into postsecondary education. The premises of the marketing education curricula include:

1. Encouraging students to think critically.
2. Stressing the integration of and articulation with academics.

3. Being sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing.
4. Enabling students to acquire broad understandings of and skills in marketing so that their skills and knowledge are transferable between and among industries.
5. Enabling students to understand and use technology to perform marketing activities (including e-commerce).
6. Stressing the importance of interpersonal skills in diverse societies.
7. Fostering a realistic understanding of work.
8. Fostering an understanding and appreciation of business ethics.
9. Utilizing a variety of types of interactions with the business community.
10. Solving problems in a global economy.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program is provided through career and technical instruction and applied laboratory procedures/practices. The cooperative education (OJT) component of the educational program, when selected, must include a training agreement signed by the student, employer, parent/guardian, and teacher/coordinator; a training plan listing instructional objectives and on-the-job and in-school learning experiences and signed by the student, employer, parent/guardian, and teacher-coordinator; and a work station that reflects the equipment, skills, and tasks relevant to the marketing occupation selected by the student.

The Career and Technical Student Organization (CTSO), DECA, is the appropriate method for providing leadership training experience and for reinforcing specific knowledge and skills in the Marketing Education programs at the secondary level and Delta Epsilon Chi (DEX) is the appropriate method for providing leadership training experience and for reinforcing specific knowledge and skills in the Marketing Education programs at the postsecondary level. The activities of the organizations, when provided, can be an integral part of the specific program and complement the objectives of a program.

Student performance standards are presented for each curriculum framework intended outcome. These are minimum standards on which program completers will be evaluated. School districts may add to these minimum standards as the particular area needs for employer requirements are considered as long as competencies do not infringe on regulated scopes of practice.

The Florida Sunshine State Standards have been added to most of the Marketing Education programs and are included in the frameworks after the matching student performance standard. The following subject area codes have been used: LA = Language Arts, MA = Math, SC = Science, SS = Social Studies, VA = Visual Arts, PE = Physical Education, HE = Health Education. Following the subject area code is a letter designating the strand, a number indicating the standard, a second number indicating the level, and a third number designating the benchmark. National Marketing standards have been added to some of the frameworks and will continue to be added as appropriate.