

Santa Barbara Unified School District
NEW COURSE APPROVAL

I. The teacher proposing the new course of approval will submit this completed form, along with 10 copies of the form, to the Administrative Curriculum Committee on or by July 2012.

II. If a new textbook needs to be purchased for the new course, please remember to complete the 'Request for Textbook Adoption (Non- Primary State Adoption)' form. There is no new textbook that needs to be purchased.

III. Description of Proposed Course.

This course is designed to be a Concentrator Course on the principles of marketing for the Marketing, Sales, and Service Industry with a Marketing and Sales Career Pathway. In the first semester, Principles of Marketing will address key concepts of professional sales and marketing, theories and basic functions of sales management, and the effective marketing of small businesses. This course also addresses how to use marketing information to enhance sales opportunities and activities and to understand and apply knowledge of effective Web page design and management.

In the second semester, Principles of Marketing will address the fundamental concepts of e-commerce, the decision an e-commerce business makes in the development of products and services, and the importance of promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment. The class will also deal with the purpose, process, and components of effective online sales and purchasing and understand the role of technology as it relates to e-commerce.

Before you complete this form, please make sure that you have considered the following questions:

- Is there a similar course already being taught at another site? No.
- Have I looked through the district course catalog to make sure that the course doesn't already exist?

Yes, I've looked through the district course catalog. Under Business Education Course Catalog, I found Advertising, which was apparently drawn up in 1977 and taught once at Santa Barbara High School (not anymore). I've also seen Distributive Education, 1, 2, and 3 (circa 1977), which appears to be more on-the-job experiences such as running a cash register. All of these are outdated and antiquated.

- A. Title of course: Principles of Marketing
B. Length of course (semester, year long) year long
C. Targeted population (please circle all that apply) All students
Special Education GATE English Language Learners
D. Description of the standards taught in the course.

First Semester:

1. Students understand the key concepts of professional sales and marketing
 - 1.1. Know the characteristics of a successful salesperson.
"Determining the Characteristics of a Good Salesman."
 - 1.2. Understand how various types of selling are applied in wholesale and retail environments.
 - 1.3. Know the steps of the selling process.
"Identify the steps of the Selling Process"
 - 1.4. Know the techniques used by salespeople to enhance selling potential and increase customer satisfaction.
 - 1.5. Understand the impact of a salesperson's knowledge of the product and its effect on potential sales.
 - 1.6. Understand buying motives and the customer's decision-making process.
2. Students understand the theories and basic functions of sales management:
 - 2.1. Understand the utility of strategic planning (including setting goals and planning activities) in guiding a sales force.
"How to Manage a Business"
 - 2.2. Know methods of motivating and evaluating sales staff.
"Applying Maslow's Hierarchy of Needs in the Sales Process."
 - 2.3. Know various approaches for organizing and leading a sales force to maximize effectiveness.
 - 2.4. Understand the importance of tracking sales figures and preparing sales reports to guide sales force activities.

3. Students understand effective marketing of small businesses
 - 3.1. Know the selling techniques used to aid customers and clients in making buying decisions.
"Advertising and its Effects on Consumer Decision Making"
 - 3.2. Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
"Powerful Promotional Plans"
 - 3.3. Understand how products and services are conceived, developed, maintained, and improved in response to market opportunities.
 - 3.4. Understand how market research is used to develop strategies for marketing products or services in a small business.
4. Students understand how to access and use marketing information to enhance sales opportunities and activities:
 - 4.1. Analyze and use data for identifying potential customers and clients.
 - 4.2. Track trends and analyze data to forecast sales, predict economic conditions, and guide business activities.
 - 4.3. Research consumers' needs and wants to develop, maintain, and improve a product or service.
 - 4.4. Use sales information to guide business activities
5. Students understand and apply knowledge of effective Web page design and management
 - 5.1. Understand the purpose, scope, and development of a Web site.
 - 5.2. Know the relative features, strengths, and weaknesses of different authoring programs and cross-platform issues.
 - 5.3. Use industry-standard programs to produce a Web-based business operation or simulation.
 - 5.4. Know the tools needed to enable multimedia capabilities (e.g., still images, animated graphics, sound, video) for Web sites.
 - 5.5. Know strategies for optimizing Web design for fast delivery and retrieval.
 - 5.6. Know the tools needed to enable databases to collect data from Web site visitors (e.g., how to create forms and create a database of collected information and how to manage an online database) and the tools needed for general Web site management, including basic HTML coding, Web site statistical tracking, standard scripting languages, and advanced communications protocols.
 - 5.7. Know the full process of Web hosting, including registering domain names, setting up Web hosting, setting up e-mail addresses, and recognizing privacy issues.
 - 5.8. Understand the hardware (server) and software required for Web hosting.
 - 5.9. Know the tools and process for registering Web sites with search directories and engines and for enabling e-commerce capabilities (e.g., sell products, create a shopping cart, handle credit card transactions).
 - 5.10. Differentiate among various versions of Internet programming languages

Second Semester

1. Students understand the fundamental concepts of e-commerce:
 - 1.1. Explain how e-commerce is similar to and different from traditional commerce, including comparing the competitive environment of online models with traditional business models
 - 1.2. Understand the economic impact of the partnership between the Internet and business.
 - 1.3. Understand the role of the Internet in expanding business options and creating diverse marketplace opportunities
 - 1.4. Analyze information gained through e-market research to make decisions about marketing goods and services online.
 - 1.5. Identify common e-market research activities and the type of information each provides.
 - 1.6. Know appropriate methods of product or service delivery in an e-commerce environment.
2. Students understand the decisions an e-commerce business makes in the development of products and services:
 - 2.1. Understand how e-commerce has affected traditional branding strategies.
 - 2.2. Know how an e-commerce Web site must label products to meet legal and ethical business requirements.
 - 2.3. Understand the importance of an appropriate and attractive presentation of goods and services sold electronically.
 - 2.4. Know the techniques used by marketers in an online environment to position products and services.
 - 2.5. Know the procedures involved in product planning for an online business.

3. Students understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment:
 - 3.1. Understand the benefits of online communication channels, such as chat rooms, news groups, list serves, and message boards, as they pertain to online advertising.
 - 3.2. Understand the function of Internet hyperlinks and the potential usefulness to e-business marketing strategies.
 - 3.3. Know the essential components of an effective e-commerce Web site.
 - 3.4. Know public relations strategies and techniques for online businesses.
 - 3.5. Know how to use keywords and register Web sites to make them easily accessible through online searches.
4. Students understand the purpose, process, and components of effective online sales and purchasing:
 - 4.1. Understand what motivates consumers to buy online.
 - 4.2. Understand the relationship between business ethics and consumer confidence in an e-commerce environment and its impact on the techniques used to build customer relationships.
 - 4.3. Know various payment options for online purchases and their relative advantages and disadvantages for consumers and businesses.
 - 4.4. Understand the methods used to provide Internet customers with product and service knowledge.
 - 4.5. Know the main components of relationship marketing in an e-commerce environment.
5. Students understand the role of technology as it relates to e-commerce:
 - 5.1. Understand the role of e-mail in an e-commerce environment.
 - 5.2. Know the important components of Web hosting packages and how they fit various business needs.
 - 5.3. Analyze the effectiveness of various methods available for making online purchases and payments.
 - 5.4. Know common security measures used to protect businesses and consumers engaging in e-commerce.
 - 5.5. Know how various tools used in e-commerce (e.g., Web authoring programs and database solutions) contribute to Web site effectiveness.

- E. What A-G requirement does it fulfill? (High School Course only) G. College Preparatory Elective
- F. Does the course have targeted ability level? If so, what is the designation of the course? (AP, Honors, College Prep) This course is part of ROP. There is no targeted ability level.
- G. Explain the rationale for the creation of the course. What need does it fulfill? This course will be a Concentrator course for the Marketing, Sales, and Services Industry Sector (Marketing Sales and Services Career Pathway). This course will be heavily tied to DECA, which is part of a CTSO-career technical student organization plan. This class serves as a counterpart to the Computer Accounting class, which is the Concentrator course for the Finance and Business Industry Sector (Accounting Services Career Pathway).
- H. Describe the instructional materials used. Include the cost of instructional materials.
Currently, the plan is to use materials from the CTE Online lessons in the Professional Sales and Marketing Industry Sector. Later plans will include textbooks and other resource materials to be raised through grants and donations. At the end of this course, students will take a Fundamental Marketing test for certification with the A*S*K* Business Institute. Pre-test is \$14.00. Certification Test is \$25.00.
- I. Describe any other costs associated with the course. What will be your source of funding for these materials?
MBA Research has online curriculum for students. The cost is \$750.00 for 1 teacher and 25 students. This is a "nice to have," not necessarily "have to have" resource and will be funded through grants and donations. The MBA Research curriculum can also be purchased piece-by-piece in hard copy.
- J. What is the targeted grade level of this course?
10th-11th grade students. The justification is that this is a Concentrator class.
- K. Describe how this course fits into the sequence of courses already being offered at your site.
9th-10th grade students will take Exploring Entrepreneurship (Introductory class)
10th-11th grade students will take Principles of Marketing (Concentrator class).
11th-12th grade students will take Virtual Enterprise (Capstone class)
- L. What credential(s) are required to teach this course? Clear Single Subject Teaching Credential - Business
Additional training? Additional training for DECA is available.
- M. Are there any partnerships with outside agencies? (businesses, community programs, colleges, grants). If yes,

please explain.

This class is part of the ROP Program. It's a part of DECA and CTE Online. This class is part of NOCTI, which provides high quality occupational competency assessments. It's part of the A*S*K Business Institute, which provides a industry-based certificate program. It's also part of MBAResearch.org, which is affiliated with the A*S*K Business Institute. This class leads into the Virtual Enterprise class, which is part of Virtual Enterprise International. At some point, I would like to establish ties with SBCC, Cal State Channel Islands, FIDM and SBBCollege..

IV. Site Level Approval Signatures

Teacher Proposing Course

Date

Department Chair

Date

Additional Teacher (Same Department)

Date

Head Counselor

Date

ad wozel
Principal

Date 7/2/13

The Administrative Curriculum Committee will review the proposed course and forward the proposal to all secondary sites for approval and review.

V. Other Site Level Approval Signatures.

Date of meeting in which the proposed course was discussed _____

Approved

Denied (include rationale for decision if denied)

Chairperson of Department

Date

After obtaining signatures, please forward this document to the Administrative Curriculum Committee at the District Office. This committee will review the forms and forward the completed proposal to the Associate Superintendent.

Associate Superintendent

Date _____